

WELLESLEY COLLEGE



SELF-STUDY FOR REACCREDITATION

January 2009
Wellesley, Massachusetts

WELLESLEY COLLEGE

SELF-STUDY FOR REACCREDITATION

January 2009
Wellesley, Massachusetts

Prepared as part of the Evaluation for
Reaccreditation, March 8–11, 2009.

Submitted to the New England Association
of Schools and Colleges, Inc. Commission on
Institutions of Higher Education

TABLE OF CONTENTS

INSTITUTIONAL CHARACTERISTICS	i	STANDARD VI:	59
		The Students	
PREFACE	ix	STANDARD VII:	76
Reaccreditation Steering Committee		Library and Other Information Resources	
Principal Authors of Chapters			
OVERVIEW	xii	STANDARD VIII:	81
		Physical and Technological Resources	
STANDARD I:	1	STANDARD IX:	88
Mission		Financial Resources	
STANDARD II:	5	STANDARD X:	95
Planning and Evaluation		Public Disclosure	
STANDARD III:	13	STANDARD XI:	98
Organization and Governance		Integrity	
STANDARD IV:	20	STAFF STANDARD	102
The Academic Program			
STANDARD V:	43	APPENDIX	
Faculty		CIHE Data Forms	
		Public Disclosure Form	
		Student Success Data Forms	
		(E-Series and S-Series)	
		Audited financial statements and management	
		letter for the most recent fiscal year	

INSTITUTIONAL CHARACTERISTICS

Revised 2005

This form is to be completed and placed at the beginning of the self-study report:

Date: 1/23/2009

1. Corporate name of institution: Wellesley College

2. Address (city, state, zip code): 106 Central Street, Wellesley, MA 02481-8203

Phone: 781.283.1000

URL of institutional Web page: www.wellesley.edu

3. Date institution was chartered or authorized: March 17, 1870

4. Date institution enrolled first students in degree programs: September 8, 1875

5. Date institution awarded first degrees: June 24, 1879

6. Type of control: (check)

Public

☐ State

☐ City

☐ Other (Specify) _____

Private

☒ Independent, not-for-profit

☐ Religious Group (Name of Church) _____

☐ Proprietary

☐ Other: (Specify) _____

7. By what agency is the institution legally authorized to provide a program of education beyond high school, and what degrees is it authorized to grant?

Authorizing Agency: Commonwealth of Massachusetts

Degrees granted: Four-year baccalaureate degrees (Bachelor of Arts)

(Attach a copy of the by-laws, enabling legislation, and/or other appropriate documentation to establish the legal authority of the institution to award degrees in accordance with applicable requirements.) Attached at the end of this section.

8. Level of postsecondary offering (check all that apply)

☐ Less than one year of work

☐ At least one but less than two years

☐ Diploma or certificate programs of at least two but less than four years

☐ Associate degree granting program of at least two years

☒ Four or five-year baccalaureate degree granting program

☐ First professional degree

☐ Master's and/or work beyond the first professional degree

☐ Work beyond the master's level but not at the doctoral level (e.g., Specialist in Education)

☐ A doctor of philosophy or equivalent degree

☐ Other
Specify _____

9. Type of undergraduate programs (check all that apply)

- ☐ Occupational training at the crafts/clerical level (certificate or diploma) ☒ Liberal arts and general
- ☐ Occupational training at the technical or semi-professional level (degree) ☐ Teacher preparatory
- ☐ Two-year programs designed for full transfer to a baccalaureate degree ☐ Professional
- ☐ Other _____

10. The calendar system at the institution is:

- ☒ Semester ☐ Quarter ☐ Trimester ☐ Other _____

11. What constitutes the credit hour load for a full-time equivalent (FTE) student each semester?

- a) Undergraduate 16 credit hours
- b) Graduate _____ credit hours
- c) Professional _____ credit hours

12. Student population:

a) Degree-seeking students:

	Undergraduate	Graduate	Total
Full-time student headcount	2190		
Part-time student headcount	154		
FTE	2231.00		

b) Number of students (headcount) in non-credit, short-term courses: 0

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

Chemistry: American Chemical Society

Education: Massachusetts Board of Education/Interstate Certification Compact

14. Off-campus locations. List all instructional locations other than the main campus. For each site, indicate whether the location offers full-degree programs, 50% or more of one or more degree programs, or courses only. Record the FTE enrollment for the most recent fall semester. Add more rows as needed.

(continued on the following page)

	Full Degrees?	50% or more?	Courses Only?	FTE Enrollment
A. In-state Locations				
B. Out-of-state Locations				
C. International Locations				
Wellesley-in-Aix, Aix-en-Provence, France (Study abroad site)	No	No	Yes	30
Wellesley-in-Vienna, Vienna, Austria (Study abroad site) (*spring/year site)	No	No	Yes	0

15. **Degrees and certificates offered 50% or more electronically:** For each degree or certificate, indicate the level (certificate, associate's, baccalaureate, master's, professional, doctoral), the percent that may be completed on-line, and the number of matriculated students for the most recent fall semester. Enter more rows as needed.

Name of Program	Degree Level	% Online	Students

16. Instruction offered through contractual relationships: For each contractual relationship through which instruction is offered, indicate the name of the contractor, the location of instruction, the program name and degree level, and the percent of the degree that may be completed through the contractual relationship. Enter more rows as needed.

Name of Contractor	Location	Name of Program	Degree Level	% of Degree
Manchester University	Manchester, England	Exchange Program	B.A.	25%
University College London	London, England	Study Abroad Program	B.A.	25%
Sciences Po	Paris, France	Exchange Program	B.A.	25%
Ewha University	Seoul, South Korea	Exchange Program	B.A.	25%
Japan Women's University	Tokyo, Japan	Exchange Program	B.A.	25%

17. List by name and title the chief administrative officers of the institution.

(See page v)

18. Supply a table of organization for the institution. While the organization of any institution will depend on its purpose, size and scope of operation, institutional organization usually includes four areas. Although every institution may not have a major administrative division for these areas, the following outline may be helpful in charting and describing the overall administrative organization:

- a) Organization of academic affairs, showing a line of responsibility to president for each department, school division, library, admissions office, and other units assigned to this area;
- b) Organization of student affairs, including health services, student government, intercollegiate activities, and other units assigned to this area;
- c) Organization of finances and business management, including plant operations and maintenance, non-academic personnel administration, auxiliary enterprises, and other units assigned to this area;
- d) Organization of institutional advancement, including fund development, public relations, alumni office and other units assigned to this area.

(See page vi)

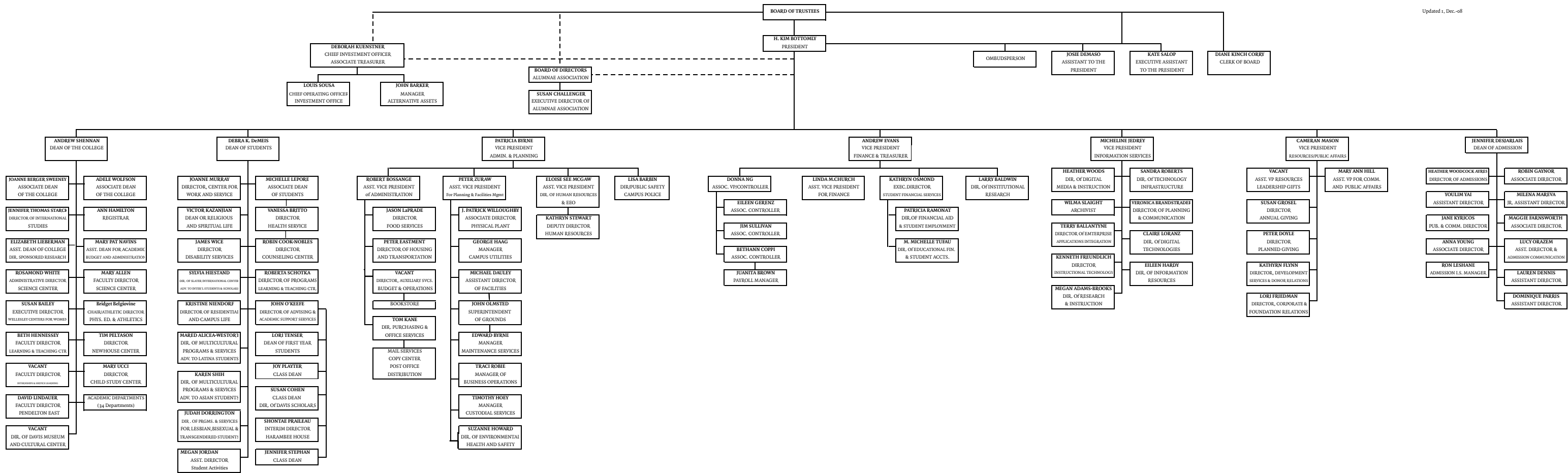
19. Record briefly the central elements in the history of the institution:

(See page vii)

CHIEF INSTITUTIONAL OFFICERS

FUNCTION OR OFFICE	NAME	EXACT TITLE
Chair Board of Trustees	Alecia A. DeCoudreaux	Chair, Wellesley Board of Trustees
President/Director	H. Kim Bottomly	President
Executive Vice President	N/A	
Chief Academic Officer	Andrew Shennan	Dean of the College
Deans of Schools and Colleges	N/A	
Chief Financial Officer	Andrew B. Evans	Vice President for Finance/Treasurer
Chief Student Services Officer	Debra S. DeMeis	Dean of Students
Planning	Patricia M. Byrne	Vice President for Administration & Planning
Institutional Research	Lawrence M. Baldwin	Director of Institutional Research
Development	Cameran M. Mason	Vice President for Resources & Public Affairs
Library	Micheline E. Jedrey	Vice President for Information Services/ College Librarian
Chief Information Officer	N/A	
Continuing Education	N/A	
Grants/Research	Lori E. Friedman	Director of Corporate & Foundation Relations and Director of Sponsored Research
Admissions	Jennifer C. Desjarlais	Dean of Admission
Registrar	Ann H. Hamilton	Registrar
Financial Aid	Kathryn A. Osmond	Executive Director, Student Financial Services
Public Relations	Mary Ann Hill	Assistant Vice President for Public Affairs
Alumni Association	Susan Challenger	Executive Director of the Alumnae Association
Chief Investment Officer	Deborah Foye Kuenstner	Chief Investment Officer

ADMINISTRATIVE ORGANIZATION
WELLESLEY COLLEGE



WELLESLEY COLLEGE HISTORY

Year	Event	Year	Event
2008	Financial Aid policy enhanced Renovated Houghton Chapel and new multifaith center opens	2002	External visiting committee review of interdepartmental programs begins Investment Office created headed by Chief Investment Officer
2007	H. Kim Bottomly becomes president Academic Planning Committee formed Wellesley Plus program piloted Madeleine Korbel Albright is the Commencement Speaker Certificate in Engineering Studies from Olin College approved	2001	Student Life Task Force report Formal emergency management team established College celebrated 125 th anniversary Pforzheimers endow Learning and Teaching Center
2006	Wellesley, Olin and Babson sponsor lecture series on leadership and ethics Newhouse Center for the Humanities established Academic Council discussion of faculty time Task Force on the Arts formed Major in South Asia Studies implemented	2000	The Wellesley Campaign launched, with goal of \$400 Million First Tanner Conference celebrates relationship between the classroom and the world
2005	Academic Support Team report Cross-registration with Olin College begins Lulu Chow Wang Campus Center opens 2015 Commission and Working Groups launched The Wellesley Campaign concluded with \$472.3 million raised	1999	Wellesley College Summer School founded Implementation of FirstClass, e-mail and course management system
2004	Faculty development program launched Two-year review of Honor Code concluded with adoption of new Code by student body Academic Council establishes new grading policy	1998	10-year reaccreditation The Honorable Ruth Bader Ginsburg delivers the annual Wilson Lecture
2003	Wellesley and Amherst co-host conference on academic integrity Academic Council approves continued use of online student evaluation questionnaire Wellesley joins amicus brief filed in support of the University of Michigan	1997	The Shelby Cullom Davis Foundation commits \$11 million to support international education Quantitative reasoning requirement initiated
		1996	First Ruhlman Conference held College establishes the Betsy Wood Knapp Media and Technology Center
		1995	Comprehensive review of curriculum completed (initiated in 1993) Plans, Priorities and Fiscal Policies report
		1994	Installation of new administrative software system (Banner) begins Campus-Wide Information System (CWIS) initiated

Year	Event	Year	Event
1993	Diana Chapman Walsh, Class of 1966 becomes President	1950	Interdepartmental major first offered
	Davis Museum and Cultural Center opens	1949	Margaret Clapp, Class of 1930, becomes President
1992	Learning and Teaching Center Opens	1946	Emily Greene Balch, who taught Economics and Sociology 1896–1919, awarded Nobel Peace Prize
1991	Campaign for \$150 Million concluded with \$168 million raised	1936	Mildred Mcfee becomes President
1990	Committee for Wellesley in the ‘90s (C90s report)	1926	First junior year abroad program
1989	Multicultural degree requirement initiated 10-year reaccreditation	1923	Alumnae Hall opens
1988	Four-course teaching load implemented	1922	Honors program begins
	Summer Enrichment Program for first-year students begins	1914	College Hall burns, March 17
	Task Force on Racism report	1911	Ellen Fitz Pendleton, Class of 1886, becomes President
1985	Keohane Sports Center opens	1901	Student government association formed
1984	Interdisciplinary Cluster program for first-year students begins	1899	Caroline Hazard becomes President
	Wellesley/Brandeis cross-registration program begins	1895	“America the Beautiful” first published by Katharine Lee Bates, Class of 1880, and member of the Department of English Literature
1983	Dual degree program with M.I.T. begins	1894	Julia Irvine becomes President
	Administrative Council established	1888	Helen Shafer becomes President
1982	Pinanski prize established to honor fine teaching		First foreign student, Kin Kato from Japan
1981	Nannerl O. Keohane, Class of 1961, becomes President	1887	First black graduate, Harriet Rice
1977	Science Center dedication	1882	Alice Freeman (age 27) becomes President
1975	Centennial celebration	1880	Alumnae Association founded
1974	Center for Research on Women opens	1879	First commencement; 18 students graduate
1972	Barbara W. Newell becomes President	1875	College opens on September 8 with 314 students. The first President, Ada Howard, and almost all the faculty were women.
1968	Cross-registration program with M.I.T. begins	1873	Name changed to Wellesley College
1966	Ruth M. Adams becomes President	1870	Wellesley Female Seminary chartered by the Commonwealth of Massachusetts
1958	Jewett Arts Center opens		

Wellesley College Bylaws

Preamble

In 1870, as a result of a petition from Henry Fowle Durant and others, the Massachusetts legislature passed an act of incorporation establishing the Wellesley Female Seminary. According to that act, the purpose of the corporation was "to establish and maintain an institution for the education of youth."

In 1873, Henry Durant granted various parcels of land to the institution, by then renamed Wellesley College. The indenture states that the land was "conveyed for the purpose of maintaining thereon forever a college for the education of females." The new College opened its doors in 1875.

From the beginning, Mr. Durant sought to overturn conventional notions about womanhood, and to express his faith in the capacities and talents of women. The "unfolding of every power and faculty" was intrinsic to Wellesley's design. In addition, the founder brought a strong religious conviction to his commitment to the development of the female intellect. These aims were reflected in the Statutes (Bylaws) of 1885 which stated that "the College was founded for the glory of God and the service of the Lord Jesus Christ by the education and culture of women."

Over the years since its founding, Wellesley has become a nonsectarian institution, steadfastly dedicated to scholarly excellence and the pursuit of knowledge. The founder's belief in the talents and capacities of women, and his commitment to educating women for "lives of noblest usefulness," continue to inform the purpose of College.

Article I

The Corporation

SECTION 1. Name. The name of this Corporation is Wellesley College. This Corporation is hereinafter referred to as the "College."

SECTION 2. Design. The College exists for the education of women. The Trustees shall be in manifest sympathy with this purpose, and members of the faculty shall be selected with a view to maintaining the highest ideals of education.

SECTION 3. Charter and Purposes. The articles of organization consist of certain statutes of The Commonwealth of Massachusetts and any actions taken from time to time by the College as may be deemed under applicable provisions of Massachusetts law to constitute a part of the articles of organization. The purposes of the College shall be as set forth in its articles of organization, as from time to time amended.

SECTION 4. Location. The principal office of the College shall be at Wellesley, Massachusetts.

SECTION 5. Fiscal Year. Except as otherwise set by the Trustees, the fiscal year of the College shall end on June 30 in each year.

SECTION 6. Seal. The Trustees may adopt and from time to time alter the seal of the College.

Article II

The Trustees

SECTION 1. Members: Number and Qualification. The College shall be governed by its Trustees who shall also be its members and who shall elect the Trustees as hereinafter provided. The President and the President of the Alumnae Association shall serve as Trustees ex officio with voting power. There shall not be fewer than twenty nor more than thirty-five other Trustees, including five alumnae Trustees, and one faculty Trustee. The Trustees shall fix their number from time to time. Alumnae Trustees shall be elected and vacancies in their number shall be filled, as follows: four from alumnae nominated by the Alumnae Association; one from the members of the Wellesley College class graduating in the year of election. The faculty Trustee shall be elected and vacancies in that position filled from persons who hold an academic appointment at a college or university other than Wellesley College and are nominated by the members of the Academic Council holding teaching appointments.

The Trustees shall have and may exercise all of their powers notwithstanding the existence of one or more vacancies in their number.

Alumnae Trustees shall be elected and vacancies in their number shall be filled, as follows: four from alumnae nominated by the Alumnae Association; one from the members of the Wellesley College class graduating in the year of election, the first year alumnae class, and the second year alumnae class, nominated by those classes. The faculty Trustee shall be elected and vacancies in that position filled from persons who hold an academic appointment at a college or university other than Wellesley College and are nominated by the members of the Academic Council holding teaching appointments.

The Trustees shall have and may exercise all of their powers notwithstanding the existence of one or more vacancies in their number.

SECTION 2. *Election and Term of Office.* The Trustees shall from time to time fix their terms of office which need not be uniform and shall not exceed six years, except with respect to the Alumnae Trustee elected from the graduating class or one of the two most recent alumnae classes in the year of election who shall serve for a term which shall not exceed three years. Trustees shall be classified with respect to term of office into such number of groups as the Trustees may from time to time determine.

Election of Trustees may be held at any regular or special meeting called for the purpose. Trustees who are required to be elected from persons nominated by the Alumnae Association or by the Academic Council may be elected at the same meeting at which their nominations are presented to the Trustees. Other Trustees shall be elected from persons nominated by the Nominating Committee or by any three Trustees, such nomination to be filed with the Clerk and notice thereof given to all Trustees at least thirty days prior to such election.

It is important to the College that the selection of its Trustees be broadly based and that qualified people be encouraged to serve as Trustees. To this end the Trustees regard the usual period of service as a Trustee to be six years. No Trustee shall be eligible to serve more than fifteen years in the aggregate.

SECTION 3. Trustees Emeriti/Emeritae. The designation of Trustee Emeritus/Emerita may be awarded by the Trustees in appreciation of past distinguished service to the College as Trustee. At the invitation of the Trustees, Trustees Emeriti/Emeritae may attend meetings of the Trustees but may not vote or otherwise be considered as Trustees or members.

SECTION 4. Resignation and Removal. A Trustee may resign by causing a written communication of resignation to be delivered by mail or electronically to the Chair of the Trustees.

Any Trustee, other than a Trustee ex officio, may be removed as a Trustee with or without cause either (i) by vote of three-fourths of the Trustees present at any meeting of the Trustees, provided that notice of the proposed action has been given at a previously held regular meeting of the Trustees and given in writing to all Trustees not present at such previously held meeting, or (ii) by vote of three-fourths of the Trustees then in office at any meeting called for the purpose.

SECTION 5. Meeting of Trustees.

5.1 Annual Meeting. An annual meeting of the Trustees shall be held in April each year on such date and at such time as determined by the Trustees at least thirty days in advance of the meeting and as is stated in the notice of the meeting. If no annual meeting has been held in accordance with the foregoing provisions, a special meeting may be held in place thereof, and any action taken at such meeting shall have the same force and effect as if taken at the annual meeting, and in such case all references in these bylaws to the annual meeting shall be deemed to refer to such meeting.

5.2 Regular Meeting. Regular meetings of the Trustees shall be at such times as the Trustees may from time to time determine. No notice of regular meetings shall be required, if the time and places thereof shall have been previously furnished in writing to all Trustees, and any notice of a regular meeting which is given need not state the purpose or purposes thereof unless otherwise required by law or these bylaws.

5.3 Special Meeting. Special meetings may be called by the Chair of the Trustees and shall be called by the Chair of the Trustees whenever requested to do so by the President, and shall be called by the Clerk, or in the case of death, absence, incapacity or refusal of the Clerk, by any other officer of the College, upon written application of three or more Trustees. Notice stating the time and purposes of such meeting shall be given to each Trustee, and no business shall be done except that stated in the notice.

5.4 Place. All meetings shall be held in the Commonwealth of Massachusetts at the principal office of the College unless some other place is stated in the notice of the meeting, or in the case of regular meetings, if some other place shall have been previously stated in writing furnished to all Trustees.

5.5 Notice. Except as otherwise expressly provided, it shall be sufficient notice to a Trustee to send notice by mail at least four days or electronically at least twenty-four hours before the meeting addressed to such Trustee at her/his usual or last known business or residence address or to give notice to such Trustee in person or by telephone at least twenty-four hours before the meeting. Whenever notice of a meeting is otherwise required, a written waiver of notice executed before or after the meeting by a Trustee and filed with the records of the meeting shall be deemed equivalent to such notice. A notice need not specify the purposes of the meeting unless such purposes were required to be specified in the notice of such meeting.

5.6 Action by Written Consent. Any action required or permitted to be taken at any meeting of Trustees may be taken without a meeting if all Trustees entitled to vote on the matter consent to the action in writing and the written consents are filed with the records of the meetings of the Trustees. Such consents shall be treated for all purposes as votes at meetings.

5.7 Quorum, Voting and Proxies. Except as otherwise specifically required by law, the articles of organization or these bylaws, twelve Trustees shall constitute a quorum for the transaction of business at any meeting of the Board of Trustees except that a majority of the Trustees then in office shall be the necessary quorum if votes are to be passed involving the title to or transfer of real estate, election of Trustees, election of the President, or the conferring of degrees including honorary degrees, diplomas, or certificates. A majority of those present, although less than a quorum, may adjourn the meeting from time to time, and such meeting may be held as adjourned without further notice.

Except as otherwise specifically required by law, the articles of organization or these bylaws, a majority vote of the Trustees present in person or duly represented, a quorum being present, shall be sufficient to authorize any action of the College.

Any Trustee may vote by proxy on the conferring of degrees, including honorary degrees, diplomas or certificates for completion of prescribed courses of study. Such proxy must be written, dated not more than six months before the meeting named therein, and filed with the Clerk or other person responsible for recording the proceedings of the meetings.

5.8 Trustee Presence Through Communications Equipment. With the approval of the Committee Chair, unless otherwise provided by law or the articles of organization, Trustees may participate in committee meetings and meetings called upon notice of forty-eight hours or less by means of a conference telephone or similar communications equipment which would allow all persons participating in the meeting to hear each other at the same time and participation by such means shall constitute presence in person at a meeting.

SECTION 6. Powers and Duties. The Trustees shall have and may exercise, subject to law and the articles of organization of the College, all the powers of members of and all the powers of the College. Without limiting the generality of the foregoing, the Trustees shall have all the powers of directors and have general supervision and control of the College and of all its property, and of the investment and appropriation of its funds, and shall have final responsibility in all matters of policy; all in conformity with the design and purpose of its establishment and with the articles of organization. They shall have the power to amend these bylaws and make and

execute such rules as they may consider necessary or desirable for the best administration of the College, to appoint committees, to prescribe their duties and powers, and to supervise and review the actions of all committees and officers. The Trustees shall appoint all officers of the College and all members of the faculty and shall determine their duties and salaries, and, with the advice and counsel of the President, shall appoint such officers of administration as they may determine from time to time. They shall have the power to remove any person whom they have appointed or caused to have appointed, subject to any applicable tenure policy of the College. The Trustees shall confer appropriate degrees and certificates for completion of prescribed courses of study upon such students as are severally recommended by the Academic Council and such other degrees, including honorary degrees, as the Trustees may from time to time determine, the diplomas and certificates to be signed by the Chair of the Trustees and the President.

SECTION 7. Chair and Vice Chair(s) of the Trustees. There shall be a Chair of the Trustees and one or more Vice Chair(s) of the Trustees, each of whom shall be a Trustee and shall serve at the pleasure of the Trustees. The Chair of the Trustees and the Vice Chair(s) of the Trustees shall be elected at the annual meeting, or in case of vacancy, at any meeting, provided that notice of such election is stated in the call. The Chair of the Trustees shall preside at all meetings of the Trustees and the Executive Committee and shall perform such other duties and functions as may be delegated to that person from time to time by these bylaws or by the Trustees. In the absence of the Chair of the Trustees, the Vice Chair of the Trustees shall perform the duties of the Chair of the Trustees or if there is more than one Vice Chair, the Vice Chairs will perform the duties of the Chair in the order designated by the Chair, and if neither is present, a Chair pro tempore shall be chosen.

SECTION 8. Standing and Other Committees.

8.1 Executive Committee.

8.1.1 Members. The Executive Committee shall consist of four or more Trustees elected annually for one-year terms by the Trustees, the Chair and Vice Chair(s) of the Trustees, and the President, who shall be ex officio, with voting power, members of the Executive Committee. Each member of the Executive Committee shall serve until the expiration of that person's term as a member of such committee or until that person earlier dies, resigns, is removed or becomes disqualified.

8.1.2 Powers. The Executive Committee shall have responsibility over the general management of the College to the extent permitted by law and the articles of organization of the College during the intervals between the meetings of the Trustees, including, without limitation, the power to fill any vacancy in the Executive Committee, the faculty, the administration or the officers of the College except for vacancies in the positions of President and Treasurer.

8.1.3 Reports. Minutes of all proceedings of the Executive Committee shall be maintained and copies thereof shall be distributed to each Trustee after such minutes have been approved by the Chair of the Trustees or other presiding member of the Committee.

8.2 Governance Committee. The Governance Committee shall consist of the Chair and Vice Chair(s) of the Trustees, the President, a Trustee Chair of the Governance

Committee, the faculty Trustee, the young alumnae Trustee and other Trustees who are nominated annually by the Chair and approved by the Trustees. The Governance Committee shall annually review the performance of incumbent Trustees, particularly those who are eligible for reelection, and shall recommend to the Trustees: nominations of Trustees; nominations of the Chair and Vice Chairs(s); nominations of Trustees Emeritae/Emeriti; and, in consultation with the Chair of the Trustees and the President, nominations for election to the committees. In order to ensure that the membership and leadership of the Board of the Trustees continues to be highly qualified and effective, the Governance Committee shall provide orientation programs for new Trustees, shall review the composition, structure and functioning of the Board and its committees, and shall periodically recommend and oversee initiatives by which the Board and its committees shall assess and improve their performance.

8.3 Audit Committee. The Trustees shall appoint annually an Audit Committee to consult with the College's auditors and to review the annual financial report of the College and other financial reports prepared by the Vice President for Finance and Treasurer. The Audit Committee shall also be responsible for the initial review of the Trustees' reports on conflicts of interest. The Audit Committee shall make such conflicts of interest reports available to the Trustees and shall report thereon.

8.4 Other Standing Committees: Membership. The Trustees shall appoint annually a Finance Committee, an Investment Committee, a Compensation Committee, a Committee on Landscape and Buildings, a Committee on Student Life, a Trustee-Faculty Committee on Academic Affairs, and such other standing committees as they may from time to time determine. The Chair and Vice Chair(s) of the Trustees and the President shall be ex officio members, with voting power, of all standing committees. A majority of the members of all such standing committees shall at all times be Trustees and, except as otherwise provided in this Section 8, the constituency of such standing committees (and any subcommittees thereof) shall be determined from time to time by the Trustees.

8.4.1 Finance Committee. The Finance Committee shall advise the Trustees with respect to financial matters, including appropriations, endowment spending policies, compensation, pensions and insurance, and all other financial affairs except those assigned to others by these bylaws or the Trustees, shall make recommendations to the Trustees with respect to the annual and capital budgets and major changes in salary and wages and compensation policies, and shall monitor and recommend to the Trustees the level and issuance of debt to support capital projects.

8.4.2 Investment Committee. Subject to the control and direction of the Trustees, the Investment Committee, with the assistance of the Vice President for Finance and Treasurer and the Chief Investment Officer, and shall be responsible for the investment of the endowment, trust funds and other assets of the College.

8.4.3 Compensation Committee. The Compensation Committee shall (a) evaluate the performance of the President and report such evaluation, together with a recommendation as to the President's compensation and benefits, to the Trustees; and (b) review, in consultation with the President, the performance of those persons in a position to exercise substantial influence over the affairs of the College, including the officers and senior administrative staff of the College, and review, in consultation

with the President, and recommend to the Trustees the level of compensation and benefits for those persons.

8.4.4 Committee on Landscape and Buildings. The Committee on Landscape and Buildings shall advise the Trustees regarding the future planning and care of the buildings and grounds of the College. It shall see that the buildings and grounds are maintained in good condition and shall make recommendations to the Trustees with respect to major questions relating to landscaping and new buildings. The Committee shall also have the responsibility, which may be delegated by the Committee, of approving works of art and other gifts of tangible personal property offered to the College, and shall consider such matters as the placing of tablets to commemorate donors.

8.4.5 Committee on Student Life. The Committee on Student Life shall monitor and make recommendations to the Trustees regarding the quality of student life on the Wellesley College campus.

8.4.6 Trustee-Faculty Committee on Academic Affairs. The Trustee-Faculty Committee on Academic Affairs shall focus on general issues of academic policy, including curriculum and faculty personnel matters.

8.4.7 Trustee Development Committee. The Trustee Development Committee shall oversee the College's fund-raising activities, including advising the Board and the President of the College on matters relating to fund-raising policies, priorities and strategies, and outreach to alumnae and friends of the College.

8.5 Other Committees. The Trustees or the Executive Committee may from time to time appoint, or authorize the Chair of the Trustees to appoint, such other committees with such terms, duties and authority as the Trustees or the Executive Committee may determine.

8.6 Quorum; Voting. At any meeting of any standing committee or any other committee (or any subcommittee thereof), a majority of the members of that committee (or subcommittee) then in office shall constitute a quorum for the transaction of business and, at any meeting at which a quorum is present, a majority of those present shall determine all matters brought before the meeting. If action is to be taken, a majority of the members of the committee (or subcommittee) must be present. Such committees may make appropriate rules with respect to call, notice and conduct of their meetings.

8.7 Action by Written Consent. Any action required or permitted to be taken at any meeting of any standing or other committee (or any subcommittee) may be taken without a meeting if all the then members of such committee (or subcommittee) consent to the action in writing and the written consents are filed with the records of the meetings of the committee (or subcommittee). Such consents shall be treated for all purposes as votes at meetings.

8.8 Minutes. Minutes of all proceedings of standing committees shall be available for inspection at the office of the Clerk by members of such committees and by all Trustees after such minutes have been approved by the presiding member of the committee.

Article III

Officers of the College

SECTION 1. Officers of the College: Term of Office. The Officers of the College shall include: the President who shall be appointed by the Trustees and shall hold office for such time as the Trustees may determine; the Dean of the College and one or more Vice Presidents who shall be appointed by the Trustees upon the recommendation of the President and who shall hold office for such time as the Trustees may determine; the Vice President for Finance and Treasurer, the Chief Investment Officer and one or more Associate or Assistant Treasurers, who shall be appointed by the Trustees and shall hold office for such time as the Trustees may determine; the Clerk and one or more Assistant Clerks who shall be appointed by the Trustees and who shall serve for such time as the Trustees may determine; and such other officers, if any, as the Trustees from time to time, may in their discretion appoint and who shall serve for such time as the Trustees may determine. The President, with the approval of the Trustees, shall designate the second officer of the College.

SECTION 2. President. The President shall be the chief executive officer of the College, shall have the general and active management, control and direction of the educational activities, business operations and other affairs of the College and shall have the general powers and duties usually vested in the office of president of a college. The President shall preside at meetings of the Academic Council, act as the medium of communication between the Trustees and the Council and the faculty and all other persons in the service of the College. The President shall recommend to the Trustees the appointment and removal of senior administrative staff, determine as well as their duties and salaries consistent with the policies and guidelines recommended by the Compensation Committee, notify all persons appointed or reappointed by the Trustees or by the Executive Committee, keep acquainted with all the affairs and interests of the College, and exercise such superintendence over all its departments as its prosperity may demand. The President shall present regularly to the Trustees reports upon the condition of the College and any recommendations which may seem expedient. In the absence or disability of the President, the Trustees shall designate an individual to assume the duties and responsibilities of the President.

SECTION 3. Dean of the College. The Dean of the College shall perform such duties and have such powers as the Trustees, with the advice of the President, President may from time to time prescribe.

SECTION 4. Vice President for Finance and Treasurer. The Vice President for Finance and Treasurer shall be the chief financial and accounting officer of the College, shall set up and control the books, accounts, systems and procedures necessary to manage the financial affairs of the institution, shall furnish such financial statements and reports as may, from time to time, be required by the Trustees, and shall annually present to the Trustees an audit of the books and accounts of the College. The Vice President for Finance and Treasurer shall have responsibility for the money, financial assets, securities, real property and other commercial assets belonging to the College or held by the College as trustee.

SECTION 5. Chief Investment Officer. The Chief Investment Officer shall, subject to such controls as the Investment Committee and the Vice President for Finance and Treasurer may from time to time establish, have responsibility for the investment of the financial assets belonging to the College or held by the College as trustee, and shall have such other duties and powers as the Trustees and the Vice President for Finance and Treasurer may from time to time determine. The Chief Investment Officer shall furnish such investment reports as may, from time to time, be required by the Trustees. Subject to the approval of the Investment Committee or one of its duly authorized subcommittees, the Chief Investment Officer shall retain (and discharge) investment advisors and other agents to assist in the execution of the Chief Investment Officer's responsibilities.

SECTION 6. Associate and Assistant Treasurer. The Associate and Assistant Treasurers, if any, shall perform the duties and exercise the powers of the Treasurer in the absence of the Treasurer, and shall perform such other duties and have such other powers as the Trustees, the Investment Committee, or the Treasurer may from time to time prescribe.

SECTION 7. Clerk. The Clerk, who shall be a resident of the Commonwealth of Massachusetts, shall record all proceedings of the Trustees in books to be kept for that purpose, which books, together with the original, or attested copies of the articles of organization, these bylaws, and a complete list of all Trustees and their residences shall be kept at the principal office of the College for the inspection of the Trustees. The Clerk shall serve as custodian of the minutes of the proceedings of all committees of the Trustees, and shall keep in safe custody the seal of the College and, when authorized by the Trustees, affix the seal to any instrument requiring the same, and shall perform such other duties as the Chair of the Trustees or the Trustees may from time to time prescribe.

SECTION 8. Assistant Clerks. The Assistant Clerk, or, if there shall be more than one, the Assistant Clerks, in the order determined by the Trustees, in the absence or disability of the Clerk, shall perform the duties and exercise the powers of the Clerk and shall perform such other duties and have such other powers as the Trustees, the Chair of the Trustees, or the Clerk may from time to time prescribe.

SECTION 9. Powers. Each of the officers of the College shall have, in addition to the powers and duties specified herein, all other powers and duties ordinarily incidental to that person's office and such other powers and duties as the Trustees may from time to time determine.

SECTION 10. Resignation and Removal. Any officer of the College may resign at any time by causing a written or electronic communication of resignation to be delivered to the Chair of the Trustees or the Clerk, such resignation to be effective upon receipt or at such time as may be specified therein. Any officer of the College may for any reason be removed as officer either by vote of three-fourths of the Trustees present at any meeting of the Trustees, provided that notice of the proposed action has been given at a previously held regular meeting of the Trustees and written notice sent to every Trustee or by vote of three-fourths of the Trustees then in office at any meeting called for the purpose.

Article IV

Academic Council

SECTION 1. Academic Council. The Academic Council shall consist of the President, all members of the faculty, such officers of the College, administrative officers and members of the administrative staff as are specified from time to time by the Trustees, and such numbers of students as may be given this responsibility by the Trustees. Membership in the Academic Council may be voting or nonvoting, as determined by the Trustees.

The Academic Council shall establish general policies for the organization and operation of academic departments. Revisions of Academic Council legislation on departmental organization shall become effective upon approval of the President.

SECTION 2. Organization of Instruction. The College shall provide instruction in such departments and extradepartmental programs as shall be approved by the Trustees after consultation with the Academic Council.

Changes in the membership of the Academic Council and in voting status in that body are made upon recommendation of the Academic Council or the Committee on Faculty Appointments through the President to the Trustees.

Within the limits set by these bylaws, the Academic Council shall have general concern for the educational experience of students and shall make rules for its own government. It shall determine policy relating to academic life, shall fix requirements for admission and for degrees in cooperation with and subject to approval of the Trustees as set forth in these bylaws, and shall approve the courses of instruction. It shall hold meetings during each academic year and whenever called together by the President or at the request of any three of its members.

SECTION 3. Faculty Appointments. Members of the faculty shall be appointed for such periods as the Trustees may determine. Tenure policy will be determined from time to time by the Trustees after consultation with the Academic Council.

Article V

Student College Government

The Trustees, upon recommendation of the President, may from time to time delegate authority to the Wellesley College Government Association for administration of specified aspects of student life. Any such delegation shall at all times be subject to the authority of the President as chief administrative officer of the College.

Article VI

Religious Life

The College shall sponsor opportunity for corporate worship and shall encourage other voluntary religious activities.

Article VII

Indemnification

SECTION 1. The College shall, to the extent legally permissible, indemnify each person serving or who has served as Trustee, or as one of the following: the President, the Dean of the College, the Treasurer, or any vice president, against all liabilities and expenses, including amounts paid in satisfaction of judgments, in compromise or as fines and penalties, and counsel fees reasonably incurred by such person, in connection with the defense or disposition of any action, suit or other proceeding, whether civil, criminal, administrative or investigative, in which such person may be involved or with which such person may be threatened, while in office or thereafter, by reason of such person's being or having been such a member or officer or, when requested by the Trustees, by reason of such person's serving or having served the College in any capacity referred to in the next paragraph.

Indemnification of persons serving or who have served as officers, employees or other agents of the College or, at its request, as members, directors, trustees, officers, employees, fiduciaries or other agents of a corporation, trust or other organization in which the College has an interest may be provided by the College whenever and to the extent authorized by a majority of the disinterested members of the Trustees.

Any such indemnification may include payment by the Corporation of expenses incurred in defending any such action, suit or other proceeding in advance of the final disposition thereof, upon receipt of an undertaking by the person indemnified to employ counsel satisfactory to the College and to repay such payment if it shall ultimately be determined that such person is not entitled to indemnification under this Article.

SECTION 2. Notwithstanding the foregoing provisions of the Article, no indemnification shall be provided for any person with respect to any matter (a) as to which such person shall have been adjudicated in any proceeding not to have acted in good faith in the reasonable belief that such person's action was in the best interests of the College, or (b) disposed of by a compromise payment, pursuant to a consent decree or otherwise, unless such person shall have been determined to have acted in good faith in the reasonable belief that such person's action was in the best interests of the College, such determination to be made by a majority of the disinterested Trustees and, if such a person is a Trustee, after receipt of a favorable opinion of counsel. The College may purchase and maintain insurance on behalf of any person who is or was a Trustee, or an officer, employee or other agent of the College, or who is or was serving at the request of the College as a member, director, trustee, officer, employee, fiduciary or other agent of a corporation, trust or other organization in which the College has an interest, against any liability incurred by such person in any such capacity, or arising out of that person's status as such, whether or not the College would have the power to indemnify such person against such liability.

This Article shall not limit any right of indemnification existing independently of this Article.

As used in this Article, the terms "member," "director," "trustee," "officer," "employee" and "agent" shall include their respective heirs, executors and administrators, and a "disinterested" person is one against whom the proceedings in

question, or another proceeding on the same or similar grounds, are not then and had not been pending or threatened.

Article VIII

Amendments

These bylaws may be amended by vote of two-thirds of the Trustees present at a meeting, provided that a majority of the Trustees then in office are present, and provided further that not less than two weeks notice of the substance of the proposed change has been given to the Trustees.

PREFACE

In Fall 2007 as we began our preparations for our ten-year reaccreditation self-study we were interested in designing a process that was open, engaging and consultative and that provided us with an opportunity to synthesize and advance the significant efforts underway across campus on a wide-range of initiatives. We had recently completed a record-breaking fundraising campaign, engaged in a multiconstituency, multifaceted visioning exercise, bade farewell to a president upon the completion of 13 years of service and welcomed a new president, and launched a new process of academic planning. Many committee and organizational bodies were busy addressing issues raised over the previous several years, and our goal was to advance that work, not complicate it.

We decided that the model used in 1999 served us well, and again formed a Steering Committee, coordinated by three reaccreditation co-chairs and comprised of faculty members, students, senior administrators, and staff representatives (see list of Steering Committee members below). The charge of this committee was to generate draft responses to each of NEASC's eleven standards. (As in 1999, we added a standard providing information on staff, which we believe is necessary for full institutional assessment). For each standard, one or more authors took responsibility for preparing an initial text, which was then reviewed and re-worked by the Steering Committee (see list of chapter authors below). Given the centrality of the mission statement in the life of our institution, the committee as a whole held responsibility for Standard I.

Consultation with the community is an essential component of the self-study, and we brought our draft chapters to as many different groups as possible, representing all constituencies at the College. The relevant chapters were reviewed by the major committees of Academic Council (Committee on Faculty Appointments, Committee on Curriculum and Instruction, Advisory Committee on Budgetary Affairs), by the Academic Planning Committee, by academic department and program chairs, and by the entire faculty in Academic Council. Chapters

were also reviewed by staff members at their Administrative Council and by students in their Senate as well as in dormitory-based meetings. The Board of Trustees was kept informed of the self-study's progress, reviewed several chapters in draft and engaged in an in-depth discussion of the mission statement. Steering Committee members were present at all of these various meetings of faculty, staff, students, and trustees. Near the end of the self-study process, a final draft of the full document was posted on our Campus-Wide Information Service, and the co-chairs solicited feedback—electronic or otherwise—from all members of the community on all of the standards.

Our final product is the result of substantial work by the individuals responsible for the individual standards, as well as careful review and comment by members of the College community. We believe it accurately depicts the major areas of attention at the College over the past decade, while also identifying the priorities and challenges we will address in the years ahead.

The findings of the NEASC visiting committee during our evaluation for reaccreditation in 1999 identified two areas of special emphasis to be addressed in the fifth-year interim report. The review identified concerns about College governance, particularly the balance between shared governance and effective executive leadership. The second concern related to the high proportion of courses taught by non-tenure track part-time faculty. In the ten years since that review we have deliberately addressed these concerns, directly in our fifth-year interim report as well as in this self-study as we describe our continued, and largely successful, efforts to address these issues.

REACCREDITATION STEERING COMMITTEE

Lawrence M Baldwin

Director of Institutional Research

Joanne E. Berger-Sweeney

Associate Dean of the College and Russell
Professor of Biological Sciences

H. Kim Bottomly

President

Patricia M. Byrne

Vice-President for Administration & Planning

Susan Challenger

Executive Director of the Alumnae Association

Courtney C. Coile,

Associate Professor of Economics
Chair, Agenda Committee

Diane Kinch Corry

Clerk of the Board of Trustees

Jennifer C. Desjarlais

Dean of Admissions

Debra S. DeMeis

Dean of Students

Andrew B. Evans

Vice-President for Finance & Treasurer

MaryAnn Hill

Assistant Vice-President for Public Affairs

Micheline E. Jedrey

Vice-President for Information Services

Margaret M. Keane*

Associate Professor of Psychology

Michelle M. Lepore

Associate Dean of Students

Annick F. Mansfield

Research Analyst, Institutional Research

Cameron M. Mason

Vice-President for Resources & Public Affairs

Michele M. Respaut

Professor of French

Karla Paola Reyes

Class of 2009

Catherine R. Salop*

Assistant Vice President and Executive Assistant
to the President

Marisa S. Shariatdoust

Class of 2009

Andrew Shennan*

Dean of the College

Adele J. Wolfson

Associate Dean of the College
Nan Walsh Schow '54 and Howard B. Schow
Professor in the Physical and Natural Sciences
Professor of Chemistry

* denotes co-chairs

PRINCIPAL AUTHORS OF CHAPTERS

Overview:	H. Kim Bottomly, President
Standard I:	Mission Written collaboratively by the Reaccreditation Steering Committee
Standard II	Planning and Evaluation Patricia M. Byrne, Vice President for Administration and Planning and Adele J. Wolfson, Associate Dean of the College
Standard III:	Organization and Governance Diane Kinch Corry, Clerk of the Board of Trustees, Courtney C. Coile, Associate Professor of Economics and Agenda Committee Chair, and Catherine R. Salop, Assistant Vice President and Executive Assistant to the President
Standard IV:	Programs and Instruction Margaret M. Keane, Associate Professor of Psychology, Courtney C. Coile, Associate Professor of Economics and Agenda Committee Chair, and the Office of Institutional Research, and Adele J. Wolfson, Associate Dean of the College
Standard V:	Faculty Margaret M. Keane, Associate Professor of Psychology, and Courtney C. Coile, Associate Professor of Economics and Agenda Committee Chair
Standard VI:	Life Debra S. DeMeis, Dean of Students, and Michelle M. Lepore, Associate Dean of Students
Standard VII:	Library and Information Resources Micheline E. Jedrey, Vice President, Information Services/College Librarian
Standard VIII:	Physical and Technological Resources Patricia M. Byrne, Vice President for Administration and Planning, and Micheline E. Jedrey, Vice President, Information Services/College Librarian
Standard IX:	Financial Resources Andrew B. Evans, Vice President for Finance/Treasurer
Standard X:	Public Disclosure Mary Ann Hill, Assistant Vice President for Public Affairs
Standard XI:	Ethical Practices Catherine Salop, Assistant Vice President and Executive Assistant to the President
Staff Standard	Patricia M. Byrne, Vice President for Administration and Planning with input from Eloise See McGaw, Assistant Vice President and Director of Human Resources

Wellesley College is extraordinarily well-positioned to continue to advance its mission into the foreseeable future. In the 10 years since our last reaccreditation, the College has been transformed in significant ways: in leadership, including a presidential transition; and by major changes funded by an enormously successful fund-raising campaign, including expansion of our academic offerings, rejuvenation of our beautiful campus landscape, creation of new facilities, and upgrade of instructional technology.

The recent economic downturn has caused uncertainty everywhere and at Wellesley as well. While we do not yet know the final extent of the impact, our endowment has already been affected to a degree that will require substantial cuts in our operating budget this year and in the immediate future. The scope of our problem is large, multifaceted, and will necessitate difficult choices, but it is also an opportunity to further sharpen our focus on the things that are essential to Wellesley. Prior to the financial crisis, we were carefully reviewing our budgeting processes and structures, redesigning them as necessary and appropriate to ensure that our budget actively and accurately supports our mission. Our goal was to provide more flexibility in the operating budget for innovation and adequate contingency to respond to unforeseen pressures. When we began this work, we had no way of knowing how quickly we would be required to respond to just such pressures.

As we work to develop the forthcoming years' budgets and to make some hard but necessary decisions, we are consulting through our governance bodies and divisional structures in our usual manner. We are communicating regularly with the community—both on campus and with our alumnae and the families of our students. The community has been engaged and thoughtful in suggesting possible ways of addressing the deficit. Ultimately, difficult decisions will be made, but it is our goal that they be the result of as open a process as reasonable.

Despite these challenges, we are confident we will remain true to our values and focused on the issue of utmost importance to the College: ensuring that our primary focus is on the academic and intellectual life of students and faculty at Wellesley.

In a world that is increasingly specialized, a transformative liberal arts culture must promote discourse across a broad spectrum of specialties and mindsets. For every student to be well-educated, we must have an impact on her life both inside and outside the classroom. It is important that Wellesley remain a true liberal arts college in its principles and curriculum, and that will require us to grapple with the question of what kind of curriculum will achieve the goals of a liberal education.

Two components are essential to an intellectually vibrant and effective institution. First, we must have an excellent faculty, committed both to scholarship and to teaching, and an environment that recruits, retains, and fosters their intellectual growth. The success of a liberal arts education rests largely on the skills and interests of the faculty. Second, we must enroll the most academically able students and provide them with an environment that fosters and rewards their intellectual growth inside and outside the classroom.

MAJOR FINDINGS OF THE SELF-STUDY

Our mission (Standard I) is at the heart of important discussions and debates regarding Wellesley's future, figures centrally in many College initiatives and planning efforts, and is embraced by many members of our community as central to our shared enterprise.

As financial constraints require difficult choices, we need to be more confident than ever that we are supporting institutional priorities emerging from a planning process (Standard II). We have undertaken a number of significant College-wide planning initiatives that will guide our work in the years ahead and are committed to evaluation and assessment at every level.

We are fortunate to be governed by a highly effective and productive board of trustees that is committed to continual self-assessment. We will continue to review, and make modifications where appropriate, to our governance structures (Standard III) to ensure that they provide opportunities for meaningful and effective participation in deliberation on substantive matters.

Our academic program (Standard IV) continues to evolve in ways reflecting our expanded understanding of what constitutes a liberal arts education. We are committed to promoting a culture of excellence and recognize the need to strengthen our existing assessment tools. Central considerations for our faculty include the appropriate number, structure, and requirements of majors; the development of better processes for engaging the faculty in substantive discussions of the curriculum - including whether our distribution requirements achieve our goal of promoting a spirit of intellectual exploration and discovery and, in particular, how to ensure that our commitment to multicultural education is reflected in our curriculum; the need to consider new initiatives that will enhance the first-year experience and pay continued attention to the effectiveness of our advising systems, with particular attention to first-year advising and advising in interdepartmental programs; and, the critical need to mobilize a variety of resources to successfully address performance gap issues building on the initial success of Supplemental Instruction programs.

Our faculty (Standard V) are critical to advancing our mission, and we must continually ensure that the expectations, practices, and policies that shape their life at the College are aligned with our values. This requires that we carefully monitor the impact of changes resulting from regularizing the status of non-tenure-track faculty; that we fully explore issues related to faculty satisfaction, retention, and junior faculty concern; that we increase faculty diversity and promote retention of faculty of color; that we understand better the “gender equity” findings and work to address them; that we develop better understanding and clarity around what constitutes meritorious performance in teaching, research, and service, and the appropriate balance between the three; that we

identify ways to promote confidence and trust in systems for faculty evaluation at all levels (reappointment, tenure, promotion, merit); and, that we consider more effective ways to evaluate teaching, with particular attention to improvements in the course evaluation system.

Enrolling the most academically able students requires constant attention to the changing environment of college admission, as well as shifts in demographics and student behavior, and their impact on recruitment and admission (Standard VI). We must raise our visibility in areas where we are not well-known and be more creative in reaching out to the next generation of young women. We are confident that we will maintain our commitment to need-blind admission and financial aid policies to ensure continued quality and diversity of the student body.

Within the past year we have welcomed the third new dean of students in the past 10 years and she will continue the ongoing work of examining the structure and functions of the division to ensure that our programs and services foster student development and enhance student academic success.

We effectively provide resources, services, and tools enabling each member of the College community to access and use information and technology while adjusting as appropriate to rapid and dramatic changes in the landscape of scholarly communication (Standard VII). Comprehensive planning in the areas of our campus landscape, physical assets, and technological resources (Standard VIII) will serve us well, particularly once they are paired with the results of academic planning.

The Financial Planning Working Group of the 2015 Commission assessed Wellesley’s financial health, identified opportunities, and recommended strategies to ensure a more robust financial condition in an uncertain future (Standard IX). Our strategies to respond to the current financial challenges are shaped by the guiding principles that resulted from that planning exercise.

We have had effective systems in place to ensure that our public disclosure (Standard X) and ethical practices (Standard XI) meet our own standards, but are mindful always of the need for regular refinement to ensure that they are appropriate to the changing nature of our community. We chose to include an additional standard presenting an overview of our administrative staff, believing that this group makes indispensable contributions to the success of an intellectually vibrant institution.

IN SUMMARY

Wellesley College has flourished over the past decade, and we embark on this new 10-year cycle at a time of great anticipation for realizing the results of significant planning endeavors, even as we prepare to address significant financial challenges. In the past 18 months we have welcomed a new president, a new chair and vice chair of the board of trustees, a new dean of students, and a new vice president for resources and public affairs. These new individuals, or individuals assuming new roles, joined a steady and effective leadership team. We therefore remain confident about our current position of fundamental strength and our capacity to become an even more intellectually vibrant and effective institution. We benefit from the quality of our students and faculty, the existence of a powerful world-wide network of loyal and accomplished alumnae, an effective administrative staff, and the wise counsel and leadership of our board of trustees.

STANDARD I:

MISSION

The mission of Wellesley College is to provide an excellent liberal arts education for women who will make a difference in the world.

This statement was adopted as the formal mission statement of the College in preparation for the institution's 1989 reaccreditation visit. The statement was approved by trustees in February 1989 and formally re-endorsed in 1998. Prior to establishing the statement, the College stated its purpose to external audiences primarily through a statement in the annual College catalog. A few years after the original incorporation in 1870, bylaws adopted by the trustees (1885) refer to the design of the College in the service of Christ, "in and by the education and culture of women." In 1967, the reference to Christianity and scriptures was dropped, and the trustees established the purpose of the College as "maintaining the highest ideals of education." The current mission statement continues to reflect the College's original mission, embodying a commitment to a culture of excellence for women and a commitment to serve.

The mission statement is widely known by all College constituencies and is embraced by many members of the community as central to their understanding of the work we do together as faculty, students, and staff. The mission not only guides the internal work of the College in educating students, but also shapes our view of our place in the wider world of ideas. Wellesley fosters creative scholarship and artistic endeavors designed to contribute more broadly to expanding knowledge and understanding.

An important strength of the mission statement is its brevity, which makes it more memorable and, therefore, more meaningful for community members. A second key strength is its adaptability. The meaning of specific words or phrases within the mission statement is open to interpretation and debate. We believe the way we understand and enact our mission is what makes it distinctive.

THE STATEMENT, PART I "AN EXCELLENT LIBERAL ARTS EDUCATION"

Over the past decade, numerous discussions have ensued about what constitutes an excellent liberal arts education and whether or not we provide such an education to all Wellesley students. Most recently, these discussions have shaped the work of the Committee on Academic Excellence, the 2015 Commission, the Academic Support Team, and the Academic Planning Committee (see discussions in Standard IV and elsewhere).

Over the course of the spring 2008 semester, more than 50 faculty members, led by members of the Academic Planning Committee, read common texts and joined in three lively discussions about the mission of the College, focusing largely on the meaning of a liberal arts education. The College community took up the subject again in a meeting of Academic Council in fall 2008. In these discussions, some faculty members highlighted the centrality of skills such as critical thinking and analysis, oral and written expression, and quantitative and scientific literacy in a liberal arts education. Others noted that such skills are not easily divorced from the bodies of knowledge in which they operate. Still others spoke of the importance of instilling a love of learning, and of nurturing in students an appreciation of knowledge for its own sake.

There was some concern about whether we communicate the spirit of a liberal arts education effectively to students, and whether external pressures related to post-graduate plans are the primary forces shaping students' experience of (and decisions about) their undergraduate education. As one faculty member noted, "The idea of college as a time to pause, to learn how to think more deeply and love life more fully, seems to evaporate in the rush forward." Some faculty members think the language in our mission statement about "women who will make a difference" underscores a pre-professional attitude by encouraging students to view their Wellesley education primarily as a means of launching a career. Others fear that it privileges external action over reflection and internal dialogue. At the same time, faculty members appreciate the very real concerns

students have about their lives after college, and note that a definition of liberal arts excluding a focus on the pre-professional may be naïve. Indeed, the rise of internships and other out-of-classroom learning opportunities at the College (discussed in Standard IV) implicitly signals an expanded conception of a liberal arts education. This evolutionary trend developed incrementally, perhaps without full recognition of its implications. We are challenged now to balance this trend with the traditional core conception of the place of the liberal arts in our mission.

THE STATEMENT, PART II: “FOR WOMEN”

Wellesley’s commitment to single-sex education is a key component of our institution’s identity and distinctiveness. Although there have been moments in the College’s history when this commitment was questioned, it has not been the subject of intense debate in recent years. The 2015 Commission unambiguously stated that Wellesley would remain a women’s college for the foreseeable future.

Many students who choose to attend Wellesley do so on the basis of our excellent academic program; the fact that we are a women’s college is often a secondary consideration. By the time of graduation, however, many students express a belief that they have benefited from the single-sex environment. We know from admitted student surveys—and the 2008 admission market study confirms these results—that only approximately six percent of students who enroll at Wellesley “definitely wanted” to attend a women’s college. At the same time, senior survey data from the past five years indicate that generally more than 75 percent of those completing the survey either “agree” or “strongly agree” that they “obtained real benefits from attending a women’s college rather than a coed institution.” In the words of one student in the senior survey: “Wellesley being a women’s college has also had profound effects on my experience. Having that focus on women and knowing that all this—our libraries, professors, classrooms, events, lectures, everything on this campus—was for us, and for me, was very empowering.”

Our identity as a single-sex institution has significant impact on the student experience and the ways in which our single-sex identity shapes and frames our community culture continue to evolve over time. For example, many years ago, when there were barriers to women in higher education, our institution

represented an avenue of opportunity not available elsewhere for women. Twenty years ago, when such barriers were broken down, conversations in our community were characterized by a reflection on “women’s ways of knowing,” and on whether we did (or should) capitalize on gendered modes of inquiry in teaching and learning. More recently, in the broader culture, there is a more nuanced understanding of sex and gender; understanding that some of our students do not identify with the female gender is a part of our evolving understanding of our identity as a women’s college. We assume that, in ways that we may not be able to anticipate, our status as a single-sex college will continue to influence and shape our interpretation of our mission.

THE STATEMENT, PART III: “WHO WILL MAKE A DIFFERENCE IN THE WORLD”

This component of the mission statement has the most appeal to external audiences, is attractive to prospective students, has served as a key component of some of our more successful fundraising initiatives, and has also engendered some of the liveliest debate. The development of leadership models and experiential learning opportunities for our students has, as mentioned earlier, generated some disagreement related to understanding the liberal arts.

Both our mission statement and the College’s motto “*non ministrari sed ministrare*” (not to be served, but to serve) figure centrally in developing a commitment to service, to “making a difference” among our students. The College is justifiably proud of the achievements of many of our alumnae and has spotlighted them in a number of ways. Each year the Wellesley College Alumnae Achievement Award recognizes alumnae who have brought honor to themselves and the College through their outstanding achievements. The award is the highest honor given to alumnae for excellence and distinction in their fields of endeavor. It has been presented annually since 1970 at a ceremony well attended by students and other members of the community. The Wellesley Campaign for \$400 million, launched in fall 2000 and completed in June 2005, took as its theme “Women Who Will.” Displayed on lampposts throughout the campus, three sets of banners, each echoing the College’s mission—“Women Who Will”, “Make a Difference”, “In the World”—highlighted the accomplishments of Alumnae Achievement Award winners.

While the achievements of our alumnae are a source of great pride for the College as a whole, and serve as a source of inspiration for many students, other students experience them as a source of pressure. In the years of the campaign, student leaders suggested that seeing these banners every day led students to worry about whether they were equipped for comparable achievements. These concerns generated many conversations about how we define the different spheres in which our students might “make a difference”, including family, community, and career. It is not surprising that a community of bright young women would be engaged in lively debate about difficult questions regarding future life paths and balancing family, career, and community involvement.

The College’s commitment to service is evident in many of its activities. The Alumnae Association and the Center for Work and Service (CWS) partnered in 2000 to launch Wellesley’s Day to Make a Difference, a day designated for alumnae across the country, students, and members of the campus community to undertake service projects in their communities. In 2008, 168 students, alumnae, faculty, and staff participated in these projects. The CWS offers paid internships in both domestic and international service organizations to approximately 150 students annually. In 2005, *The Washington Monthly* ranked Wellesley first among national liberal arts colleges in its contribution to the country, based on the share of graduates who go into national and community service, the College’s spending on beneficial research, and the College’s record of enrolling and graduating low-income students.

Defining how we understand “in the world” has also been a subject of considerable discussion. Certainly our commitment to global understanding has influenced our curriculum development and international study program (see Standard IV). The annual Tanner Conference, begun in 2001, focuses on the significance of off-campus experiences to a residential liberal arts education and employs “Wellesley in the World” as its theme. As our student body has become more international, and as we have introduced greater opportunities for students to engage in experiential learning opportunities, we are mindful that the lines between the classroom and the world are becoming less clear.

DIVERSITY AND THE MISSION STATEMENT

One core value of the College not explicitly addressed in the mission statement is diversity. We believe that being a multifaith, multicultural, and diverse community is central to our being a vibrant intellectual community. This diversity provides a special training ground for future communication among peoples of different backgrounds and a special environment for critical thinking across and within disciplines.

We understand that diversity must be built explicitly and formally into our learning and teaching environment; it is not enough simply to have occasional events that celebrate it or to bring diverse groups of people together and hope for the best. The ability to live and communicate comfortably and effectively in a complex world of multiple cultures, experiences, and viewpoints will be a defining attribute of well-educated people in our future and, therefore, must figure centrally in our liberal arts curriculum.

The 1998 reaccreditation visiting committee described Wellesley as approaching diversity as a problem to be solved, and since that time considerable efforts have been made, instead, to understand our diversity as a special strength. A clear consensus of the 2015 Commission report was that as a college community, we need to understand that there is no excellence without diversity. Admissions recruitment efforts and faculty and staff hiring processes have all emphasized the importance of bringing excellent, diverse individuals to campus. Recent initiatives in faculty and staff hiring have focused attention not only on recruitment, but also on retention (see Standards V and XII).

A number of conversations regarding our mission statement held as part of our self-study raised the question of whether the lack of any specific reference to diversity was problematic, and explored various ways in which this value is both articulated to the community and enacted in our decision-making. In May 2008, the diversity coalition, a committee of Academic Council charged with fostering more effective collaboration among groups on campus working on diversity issues and of targeting areas that need attention, had a discussion of the College’s mission statement. They recommended including diversity in the statement. A student discussion of the statement came to a different conclusion, suggesting that the appropriate emphasis was the commitment to

educating women and that to include a reference to diversity or multiculturalism would serve to emphasize what differentiated their experiences rather than what unified them. In a discussion of the mission statement in April 2008, the board of trustees reviewed its commitment to the current mission statement, concluding that there is significant merit to a statement that is concise and well known.

One interesting outcome of the board's discussion was a recommendation to consider the development of "guiding principles", corresponding with different components of the statement, to reflect how the institution is taking up various issues subject to debate. Developing such principles could provide a framework for the ongoing debates discussed in this standard and could help to make the mission statement simultaneously more enduring and more relevant in the years ahead.

THE ROLE OF THE MISSION STATEMENT AT THE COLLEGE

The mission statement is used extensively as a means of communicating the College's core identity. The College's admissions materials make frequent and clear references to the statement. It appears at the end of every press release issued by the College and it was incorporated into a redesigned logo for Wellesley stationery. As noted earlier, the enormously successful Wellesley Campaign for \$400 million used "Women Who Will" as its theme. College leaders and commencement speakers frequently invoke the mission in their speeches, and it is rare to find a student who cannot instantly cite it.

Wellesley College has been successful in part because the mission statement has been central to institutional decision-making and strategic planning for the past 20 years. Two recent and compelling examples of this are the creation of an Academic Planning Committee and the development of a budget process that ensures the budget is aligned with the mission of the College.

The formation of an all-faculty Academic Planning Committee (APC) was one of the early actions of the new president. Chaired by the dean of the college, the APC is charged with developing concrete and detailed recommendations on several questions of importance to the academic life of the College (see Standards II and IV). The work of the APC is motivated

by the College's commitment to providing an excellent liberal arts education and an appreciation of the fact that we must be willing to look critically at ourselves and make changes when needed to ensure continuing excellence.

A second key initiative of the new president is the new budget process. Beginning in fall 2008, changes are being made to our budget process and to organizational structures to ensure that our annual budget is accurately and actively supporting our mission (see Standard II). Ensuring that our mission drives the institution's budgetary allocations is another key element in ensuring the excellence of the education we offer students.

ANALYSIS

In sum, the College's mission statement continues to be well known throughout the College community and beyond. The statement figures centrally in many major College initiatives and planning efforts. The mission is at the heart of important discussions and debates regarding Wellesley's future, and those discussions and debates render it a living statement.

PROJECTIONS

The brevity of our mission statement precludes incorporating within it a number of institutional priorities. We anticipate that there will continue to be some tension concerning this trade-off, and we expect that the next five years will see increased attention to how our mission relates to issue of diversity and gender. We also believe that regular conversations about the mission are critical to ensure that it remains relevant and that it continues to guide decision making at the College. A new budget process and related organizational structures will be in place by the end of the 2008–2009 academic year. We expect that current financial realities will require the institution to take a careful look during the upcoming year at all auxiliary programs to ensure that they advance our mission.

STANDARD II: PLANNING AND EVALUATION

The NEASC standard for institutional planning emphasizes the importance of both long- and short-term planning that is “integrated and appropriate to the institution.” Wellesley’s approach to planning is guided by the same criteria and remains essentially the same as that described in our last reaccreditation self-study. Wellesley combines college-wide planning processes and goal setting with those based in departments or programs, encouraging conversations that bridge and integrate the two approaches. An important goal of our planning is integrating the perspective of people involved in implementation with a broad-based perspective.

Many issues taken up in the various planning processes of the last decade are discussed in other sections of this self-study. This section is intended to summarize those processes and highlight significant outcomes.

COLLEGE-WIDE PLANNING INITIATIVES

2015 Commission

In September 2005, then-president Diana Chapman Walsh began a yearlong inquiry into the future. She chaired a commission complemented by the deliberations of two working groups: one on governance, the other on financial planning. A total of 40 members of the College community served on the commission and the working groups: 11 trustees, 15 faculty, 11 administrators, and three students. Each group met for at least a half day a month throughout the 2005–06 academic year. In her final reflections on the work, former president Walsh summarized the goals:

“Our purpose was to identify aspects of the Wellesley educational experience that will be essential for success over the next 10 years and to explore pressures that might either undermine values the College is determined to uphold or thwart its ability to achieve its future goals. The commission was designed to conduct an inquiry that would orient the College, catalyze a collective learning process, identify new possibilities, and set general intentions that will continue to evolve. The two working groups, in turn, were created to locate barriers that could impede the College’s ability to reach for the future it desires,

and to recommend specific steps that can now be taken to clear away impediments.”

“Envisioning the Future, Reflections from the 2015 Commission”, p. 1

The 2015 Commission focused its work on six central concerns: Wellesley’s identity as a women’s college; the importance—for both students and the College as an institution—of making clearer choices; the centrality of student learning as the College’s top priority; the importance of enhancing intellectual and scholarly engagement of all faculty; the identification of diversity as one of Wellesley’s special strengths; and the voice and role Wellesley should represent in the world. Shortly after her arrival in August 2007, President H. Kim Bottomly developed strategic goals based on these areas of deliberations.

The governance working group issued recommendations on defining our shared expectations, recognizing individual performance, strengthening departments and programs, rationalizing the committee structure, revitalizing Academic Council, and reforming the partnership between academic deans and department chairs. Many of these recommendations provided the foundation for action in the Academic Council and the Office of the Dean of the College; others remain under discussion (see Standards III and V).

The recommendations of the financial planning working group focused on establishing principles for financial strength and flexibility; endowment spending and gifts; faculty compensation; physical plant and infrastructure; tuition, admission and financial aid; and a reformed budget process. The principles for financial strength and flexibility and endowment spending were endorsed by the trustees in spring 2007, the budget process has been changed, and implementation of the other recommendations is underway (see Standard IX). The recommendations of the group inform the budget planning work underway to address unusually difficult economic conditions. In addition, the 2015 Commission’s observations on Wellesley’s potential to have an amplified voice in the world formed the basis of the work of a task force on positioning the College, established in fall 2008.

When former president Walsh issued her summary of the work in spring 2007, at least two things became clear: the commission's lively conversations could easily be duplicated in many corners of the College, and there was no universal agreement on the commission's observations or the president's. The 2015 Commission was intended to present a picture of where Wellesley has been and the opportunities open in the immediate future. Coming as it did at the end of a presidency, the commission was deliberately designed not to offer specific prescriptions for the College's future. Rather, it was intended that the commission's work, and the president's summary of the work, would open a conversation on important strategic directions for the College and prepare the campus for a presidential transition. At their retreat in July 2006, the board of trustees endorsed the recommendations of the 2015 Commission and its working groups.

Academic Planning

Academic planning at Wellesley over the past 10 years has been incorporated into academic departmental reviews, budget planning, and campaign planning. The last comprehensive effort to identify the most urgent academic needs took place during campaign planning and resulted in support for a significant number of new academic directions. As discussed elsewhere in this self-study, academic planning began in 2002 at a joint retreat with trustees and academic department chairs and has been conducted as an evolving conversation focusing on critical questions most relevant to Wellesley's academic excellence.

In the 2003–04 academic year, the faculty Committee on Academic Excellence (CAE) took up questions at the core of the educational experience: What knowledge, qualities, and competencies do we hope every Wellesley student will possess at graduation? To what extent do our current practices and policies ensure that every Wellesley student achieves those qualities and competencies or that knowledge? What changes would most significantly strengthen the liberal arts education of every Wellesley student? As a result of this work, departments were asked to put new emphasis on increasing the depth and coherence of majors, increasing research opportunities, and placing greater stress on collaborative learning. The CAE raised concerns about overall academic rigor and standards which led to the development of new grading practices and policies. The committee also

reviewed data that showed major variations in the educational experiences of students with some differences among groups of students.

Partly as a result of that work, the Academic Support Project Team (ASPT) was created to examine further the difference in students' educational experiences noted in the CAE report and to make recommendations for a coordinated institutional response. The ASPT found strong empirical evidence that not all Wellesley students share equally in the culture of excellence and recommended (and implemented) introducing academic support and enrichment programs (supplemental instruction in "gateway" courses and the Wellesley Plus program). The ASPT also recommended renewed institutional commitment to faculty diversity, sponsoring large-scale events to educate the campus about how stereotype threat and fixed ideas about intelligence influence academic identity and performance.

In fall 2007, President H. Kim Bottomly joined with Dean Andrew Shennan to inaugurate an Academic Planning Committee (APC) that would dedicate its work to planning for the educational and research mission of the College. This faculty committee, chaired by the dean of the college, is charged with developing concrete and detailed recommendations on several questions of importance to the academic life of the College, including:

- What educational programs should we have at Wellesley College? This includes an examination of the strengths of current programs, a process for evaluating them, and an analysis of which programs should be expanded, improved, or contracted.
- What are the benefits of interdisciplinary courses? What are the disadvantages or potential problems? The committee will address the structures that need to be in place to encourage interdisciplinary education.
- How should educational programs interface with cocurricular activities?
- Should there be more emphasis on the faculty's scholarly activities? This includes an examination of how best to support faculty research.
- What criteria should be used in setting academic goals and priorities at Wellesley College?

- What should be our three most important short-term priorities? What should be our three most important longer-term priorities? What are the essential priorities?

At the end of the fall 2008 semester, an all-faculty day-long retreat addressed several proposals from the APC in the areas of the first year at Wellesley; faculty student collaboration; faculty research, art and performance on campus; and recommendations for strengthening majors, departments, and programs. The members of the APC are well aware of the risk inherent in a planning effort that is broadly charged with reviewing an entire academic program: that the well-constructed arguments lead to no substantive change. The committee wishes to avoid that outcome and ensure its work has a positive effect on the academic community. Furthermore, other planning efforts at the College are anticipating the outcome of the APC deliberations to inform their work. Based as it is on significant preceding efforts, and given the enthusiasm surrounding its work, there is optimism that the APC will be able to meet these aspirations.

Comprehensive Campaign Planning

From 2000 through 2005, Wellesley conducted a comprehensive fund-raising campaign that surpassed its goal, raising \$472.3 million, the largest campaign total at the time of any liberal arts college. The planning to establish programmatic priorities for the campaign took place in the two years prior to the campaign kick-off and was based on previous planning processes. The plans for academic programs grew in part out of the comprehensive curriculum review of the mid-1990s and the landscape master planning process guided priorities for physical plant improvements.

Academic priorities for the campaign included endowed assistant professorships, funding for student research and experiential learning projects, enhanced technology and library resources, support for the learning and teaching center and the quantitative reasoning program, and the establishment of a center for the humanities. The campaign also supported the global education initiative, both through curricular and faculty support, and through scholarship support for international study and international students. These campaign priorities were developed in consultation with academic departments, who were asked to submit proposals for their long-term program needs. The campaign

also enabled Wellesley to renew our commitment to need-blind, full-need financial aid.

In addition, campaign funding allowed us to fulfill several major recommendations of the 1998 campus landscape master plan, notably renewing 14 acres (named “Alumnae Valley”). Funding was secured for developing west campus, including a new maintenance services building, campus center, and parking garage.

Admission Marketing

In the last 10 years, Wellesley embarked on two major efforts to enhance understanding of our student population and the environment in which they apply to college. In an effort to evaluate how Wellesley’s mission is articulated to young women, we completed an admission marketing study in 2000 and implemented several changes in recruitment practices based on the findings. Recently, we launched another marketing study to address issues raised in the 2015 planning process. The 2015 Commission reiterated Wellesley’s commitment to women’s education and identified student diversity as a special strength. The Commission raised the question: “How do we make the most sense of Wellesley’s tradition as a women’s college and extend that into the future in ways that resonate with upcoming generations of bright, ambitious young women?” The study provided us with a renewed and updated understanding of our target audience, a definition of best practices for communicating with them, an evaluation of our standing with respect to competitor and peer institutions, and recommendations for further development of strategic recruitment initiatives. Implementation of those recommendations is now underway.

Comprehensive Facilities Planning

At the time of the College’s last reaccreditation review, we had just completed a landscape master planning process. The subsequent fund-raising campaign allowed the College to embark on a major campus landscape renewal, guided by the principles and recommendations of the master plan. The campaign also enabled us to create new buildings and renovate other spaces to accommodate a new location for the admission department and the recently launched Newhouse Center for the Humanities. With the campaign complete and significant progress made on landscape renewal, in 2006 the College embarked on a comprehensive review of our buildings.

This planning process was undertaken to provide the College with an assessment of all our capital needs, enabling planning and execution of an orderly capital improvement program over the next decade. In order to accomplish this, the project was organized around several tasks. First, a project team established strategic facilities planning principles and submitted them to a project oversight group for approval. All existing capital project data were consolidated, and a space capacity and use analysis was conducted. Next, the team embarked on a facility condition evaluation that included field inspections of the buildings' condition, a review of selected roofs and exteriors, and 16 building user group meetings. The capital project plan was then developed, including a formulation of all building projects, cost estimates, and a calculation of urgency of need. (The project is described in detail in the final report, dated February 2007.) The study's findings (some of which are described in Standard VIII) will give direction for capital project development for years to come.

Budget Planning

In her inaugural year, President Bottomly examined structures used for analyzing and preparing the annual operating budget and instituted changes. She charged a senior staff subgroup to develop a budget process that ensures the integration of College priorities with operating budget allocations, that allows more flexibility in the operating budget, and that adequately funds asset renewal and replacement; to examine the operating budget's major drivers and establish factors to be part of decision making in each area; to construct an effective and consultative process for establishing budget priorities; and to bring recommendations to the president and senior staff on strategies for addressing current economic challenges.

President Bottomly appointed the dean of the college as chair of the budget subgroup, establishing a relationship between the budget development process and the academic enterprise that had not previously existed. The work of the group will include consideration of new ways to promote interactions among various committees and administrative teams on campus involved in the budget, and the creation of new structures where necessary to strengthen the link between academic priorities and the budget process.

Department-based Planning

Important planning is routinely initiated at the academic and administrative departmental or program level, directed by the people closest to the work who will implement the results. Through coordination with senior leadership, these efforts are informed by the College's annual strategic goals and priorities, and ultimately are processed through appropriate organizational and governance reviews.

Academic department planning has resulted in expansion of programs in neuroscience, environmental science and American studies, and consolidation of other programs, such as East Asian language and literature. The offices of the Dean of the College and Dean of Students collaborated to produce significant programmatic innovation in academic support (summarized below in the Evaluation section). The dean of the college's office undertook a major planning effort to regularize the employment conditions of nontenure track faculty and to change nontenure track positions into tenure-track lines, an effort being implemented in academic year 2008-09.

In recent years, these planning processes have resulted in reviews conducted by outside experts of several departments and programs in the student life division, including religious and spiritual life, residential life, the class deans, health and counseling, the first-year experience, and the Davis Scholar program. In addition, the student life division conducted an extensive internal review through a multiconstituency Student Life Task Force as well as a review of the honor code. The division created a Student Life Advisory Committee, made up of faculty, student, and administrative members, to consult with the dean of students regarding strategic planning.

Appraisal

Wellesley's approach to ongoing decentralized planning, complemented by periodic initiatives in which people gather from across campus to consider the future, has served us well over the past decade. This model will continue to be one of the preferred ways to operate in the future, as it fits the size and nature of the institution, meets our goals for collaboration and consultation, and has resulted in enhancements to the academic and institutional life of the College.

Projections

At the same time, there are important questions now being taken up by coordinating groups that take a more centralized approach to planning. The budget subgroup of senior staff is likely to evolve over time into some other structure that will coordinate with committees of governance and administrative structures. Further, it is likely that the major planning focus of the College in the immediate future will be in the academic area, thanks to the work underway by a centralized College-wide committee. As exemplified in the president's charge to the APC, there have been some interesting and important questions raised over the last several years, most recently in the 2015 Commission work, that require dedicated and coordinated attention of faculty. There are also structural questions about the best way to conduct academic planning over the long term (see Standard IV for further discussion). This will form the focus of planning at Wellesley in the coming years.

Capital planning will focus primarily on renovation, restoration, and modernization, as opposed to new construction, for the foreseeable future. There are two important resources now in place to support capital planning, the landscape master plan and the comprehensive facilities plan, which will provide guidance to the College to make intelligent choices on the most effective use of resources. The priorities that emerge from the academic planning process will inform capital investment choices.

Both these planning priorities point to the need for the College to become ever better at making clear choices, a topic discussed at the time of the last reaccreditation and one that promises to be a constant issue at this well-endowed college. Developing processes for making well-informed choices to ensure we direct resources to our core mission remains a challenge for the College, one that we endeavor to meet with new creativity in the coming years. This creativity will be urgently needed as we address the global financial crisis that affects the availability of resources.

EVALUATION

Since our last reaccreditation, evaluation, especially as directed by the Office of Institutional Research (OIR), has become integral to all planning and assessment activities. Indeed, assessment is built into every initiative, so that planning and evaluation are interwoven into a cycle of evaluation, planning, and re-evaluation.

OIR is a three-member office. They collect, maintain, analyze, and disseminate information supporting strategic planning and decision-making at the College. They work with individuals and campus groups to define issues, select research designs, obtain information, analyze data, and interpret results. In addition, OIR supplies information requested by external agencies and consortia groups, and produces the yearly "Wellesley College Factbook." Both academic and administrative departments have made extensive use of survey and other data. Survey data and other reports are available to the Wellesley community, and the Common Data Set is accessible to the public. We benchmark ourselves relative to peer institutions and look at trends in our own recent history. In 2007 we participated for the first time in the National Survey of Student Engagement (NSSE), which provided a different comparison group for the level of our students' engagement. This survey demonstrated gains in many areas from first to senior year, while pointing to other areas of concern, especially around collaboration and climate.

OIR has developed an academic enrollment database that allows queries on a wide range of interesting academic policy topics. For example, academic departments have asked for information on patterns of enrollments, success in upper-level courses compared to performance in earlier ones, numbers of majors compared to nonmajors in particular courses, diversity of students in particular courses, etc; class deans have requested information on success of students in gateway courses.

Academic Programs and Student Learning

We have reinstituted a program of regular external review of academic departments and now include interdepartmental programs in the cycle. Each review is a sequence of self-study, visit from an outside team, and action based on the review team's report. The review sometimes includes visits by Wellesley faculty to other colleges. As a result of self-study and external review, the College has created tenure-track lines in interdepartmental programs, moved faculty lines in and out of departments, and overhauled curricula in a number of departments and programs.

We have encouraged all departments undergoing external review to include data on student learning in their self-study. The OIR has been able to provide information from senior and alumnae surveys about students' self-assessed gains in particular skills, as well as more targeted information about critical thinking in the major from senior exit interviews. Some departments are instituting department-specific senior interviews for this purpose. The "new" grading policy, which went into effect in 2004 (see Standard IV), makes grades a more reliable and sensitive measure of learning. We have also begun to allow external evaluators for senior theses, providing an objective measure of the success of a select group of students.

Faculty continue to struggle with direct measures of student learning, but through the self-study process have become more comfortable with assessment in the service of improved learning and teaching. In addition, the reaccreditation process itself has required that departments and programs articulate their goals and propose assessment tools to determine how well they are meeting these goals.

External reviews have also occurred for departments in student life, leading to significant changes in organization of some offices (see Standard VI). External teams or consultants have reviewed our plans for campus facilities, admissions, and sustainability as well.

Consortia projects

Wellesley is involved in several long-term assessment projects as part of consortia:

- The Mellon, Spencer and Teagle Foundations jointly support a longitudinal study of the Class of 2010 at Wellesley and six other liberal arts colleges. This project is known as the New England Consortium on Assessment and Student Learning (NECASL). At the core of the project are one-on-one interviews with students (by trained student interviewers) at crucial decision-making points. The project is breaking new ground in using multiple assessment methods, i.e., combining survey data with interview transcripts and academic transcripts. Data from the interviews and surveys, as well as focus groups carried out in preparing for the interviews, have already led to changes in our first-year advising program and orientation.
- Richard Light, a professor at Harvard University's Graduate School of Education, invited Wellesley to be part of The Forum on Excellence and Innovation in Education. This group of approximately 20 colleges and universities meets once a year to advise one another on innovations on our campuses, funded with seed money from the Spencer Foundation, and how to evaluate them. Wellesley's projects are implementing supplemental instruction to address the performance gap for students of color and developing new structures for interdisciplinary programs. The key element of each project was to highlight how assessment would be an integral part of creating and carrying out the project.
- Through our director of quantitative reasoning, Wellesley is involved in Carleton College's NSF-funded project on writing in quantitative fields. The director has developed a rubric for assessing student writing that incorporates quantitative reasoning and which will be available to all Wellesley faculty. Other assessments of student writing are underway as part of the NECASL project described above, as well as a separate Teagle-funded project based at Hampshire College examining student theses.

Student Performance

One area in which evaluation and planning led to major changes in policy and practice has been around the experience of students of color at Wellesley: As described in the section on Planning, above, the CAE, chaired by the dean of the college, reviewed data from recent surveys of students and alumnae. Based on these data, the cross-constituency committee compiled a report describing how the student experience at Wellesley College differs among student ethnic communities within the College.

The CAE report indicated that overall satisfaction was much lower for African American students than for other groups, followed by Asian American and Latina students, and highest for white students. But African American students were more willing than others to express their ideas in class and more likely to work with faculty on non-credit research projects; Latina students were most satisfied with teaching and mentoring by faculty in their major; and Asian American students reported more gains in personal and social development than in academic skills and knowledge during their years at Wellesley.

These findings led us to believe that we needed to explore issues related to satisfaction and climate. Once we began to collect data, however, academic performance emerged as the main focus because of large discrepancies among groups. The Academic Support Project Team (ASPT), a committee of faculty and administrators from student life, reviewed the CAE reports to determine how they might inform the Student Life division's ongoing work. The committee spent several months reviewing the reports and additional data about the academic experience of students of color. In particular, the ASPT found that all students of color, but particularly African Americans, are less successful than their white counterparts in terms of grades, even when controlling for SAT scores. In addition, while African American students are more likely than others to enroll in gateway courses to the sciences and quantitative fields and in pre-med courses, they are also more likely to get low grades in these courses. These reports were thoughtfully shared by consultation and small group discussions with faculty, administrators, and students. As a result of these discussions, the

College developed a systematic plan to improve the academic experience of students of color, including holding campus-wide events about stereotype threat and incorporating supplemental instruction into gateway courses in four departments. Many of the efforts were directed at difficult gateway courses rather than targeting directly students of color in particular courses. As such, many of these efforts are likely to benefit all students. Each element of the plan is being, or will be, assessed, and overall measures of student performance such as grades and persistence in particular majors are followed on a regular basis.

Faculty Experience

The experience of junior faculty will also benefit from evaluation and planning. For the first time last year, Wellesley participated in the Harvard-administered Collaborative on Academic Careers in Higher Education (COACHE) survey of untenured faculty members. This survey examines the nature of work policies and practices, climate and culture, as well as global job satisfaction. The results of that survey clearly pointed out our strengths and areas of concern for new faculty. Our policies are viewed as extraordinarily successful, whereas junior faculty wanted more clarity around expectations for tenure. They also expressed desire for more personal and professional engagement with their senior colleagues. These data have been presented to junior faculty themselves as well as to trustees, senior staff, and academic department chairs. A committee of junior faculty conducted their own follow-up survey to COACHE and refined the concerns. Our expectation is that junior faculty will suggest changes to new faculty orientation and proposals for promoting department and College-wide intellectual exchanges.

Appraisal

1. Wellesley as an institution is much more committed to evaluation and assessment at every level than it was at the time of the last reaccreditation review. The Office of Institutional Research is seen as a resource for all departments. If anything, there is a tendency to request more and more data at the point of controversial decisions rather than acting decisively.
2. Academic departments have begun to take seriously the need for assessment of student learning within their disciplines, and have been creative in considering varied direct and indirect measures that would be appropriate and consistent with our values and teaching methods. These include portfolios, capstone seminars, juried artwork, outside evaluators for theses, certification exams, GRE, LSAT, and MCAT scores, and placement in graduate programs and jobs. Many departments and programs are connected to their professional organizations' wider efforts to evaluate programs. It is recognized, however, that it is much harder to develop assessment of student learning in areas that fall outside of majors, e.g., general education.
3. One theme common to all discussions of student learning is that the end of college is too early to evaluate what a student has gained while at Wellesley.

Projections

1. Evaluation will become an even more important element in planning as we are faced with difficult choices in continuing or expanding College programs.
2. The use of direct measures of student learning will increase as such assessments become more common to the disciplines at Wellesley and within the broader professional organizations.
3. Although faculty can agree that skills such as writing and oral presentation are essential and perhaps straightforwardly assessed, we will need to engage all faculty in discussions of our distribution requirements and how to assess student progress, beyond technical skills, in these areas. One example of a skill that has been difficult to define, much less evaluate, is cultural competency.
4. We will need better measures of how a Wellesley education plays out in the years following graduation, both short- and long-term. The Alumnae Office is taking the lead in developing methods to address the question of long-term effects of a Wellesley education.

STANDARD III:

ORGANIZATION AND GOVERNANCE

THE BOARD OF TRUSTEES GOVERNANCE

Description

Wellesley College bylaws specify that the College “shall be governed by its trustees” and that “the president shall have general and active management, control, and direction of the educational activities, business operations, and other affairs of the College.” (See “Wellesley College Bylaws”, revised May 2007.)

The board determines the number of trustees, which can range from 20 up to 37; this number includes five alumnae trustees and one faculty trustee, and, as *ex officio* trustees with voting power, the president of the College and president of the Alumnae Association. The faculty trustee is nominated by Academic Council and holds an academic appointment at a college or university other than Wellesley. Alumnae trustees are nominated by the alumnae, except for the young alumna trustee who is chosen by vote of the graduating class and the last two alumnae classes. The chair of the board is elected annually and, under guidelines approved in 2008, is generally expected to serve four to six years.

In 2002 the trustees amended the bylaws to shorten the limit on total years of service from 18 to 15 years. The board of trustees holds four regular meetings a year.

The board’s executive committee meets three times a year and is available for consultation on important policy throughout the year. The other committees of the board of trustees include admissions and financial aid, audit, finance, compensation, governance, investment, landscape and buildings, student life, trustee-faculty committee on academic affairs, and trustee development. A majority of the committees have faculty and/or student members.

Much of the board’s work is conducted through these committees. Each committee has a written charter, which is reviewed periodically and approved by the board of trustees. Every charter outlines the committee’s purpose, membership, and responsibilities. The governance committee, as stated in the bylaws, “shall review the composition, structure, and functioning of the board and its committees, and shall periodically

recommend and oversee initiatives by which the board and its committees shall assess and improve their performance.” In fulfilling its responsibilities, the governance committee conducts various surveys of the board and of members of its committees.

A copy of the “Trustee Statement of Commitment and Responsibilities” is given annually to all trustees. The importance of commitment is emphasized to new trustees not only through the statement, but also during a day-long orientation program. In addition, individual trustee participation is rigorously evaluated. Trustees are expected to attend all board meetings; if there appears to be a problem with a trustee’s participation, the chair of the board or of the governance committee will have a conversation with that person.

A conflict of interest policy requires annual disclosure of conflicts of interest by trustees, senior administrators, and officers. All disclosures are reviewed by the audit committee of the board. The chair of audit then reports to the full board. Less than 40 percent of trustees indicate a potential conflict.

The board has ultimate determination of the College’s strategic goals and priorities, insuring that they are in accord with institutional mission and capacity. It reviews and approves capital and major maintenance projects, as well as the operating budget, and oversees endowment investments, spending, and strategy. In carrying out these responsibilities, the board consults and works with appropriate constituencies. In September 2005, Wellesley launched a yearlong inquiry into the future, led by a 2015 Commission and its two working groups, financial planning and governance. This multiconstituency effort involved trustees, faculty, administrators, and students. Since the final report was issued in March 2007, the 2015 Commission’s work has been continued as described under Standards II and IX.

The board reviews the president’s short- and long-term goals, assuring that they are compatible with institutional mission and capacity. The board has a presidential assessment process, requiring both annual and periodic comprehensive reviews of the president’s performance. An important objective of

the process is to foster the president's success in achieving the goals of the institution.

In 2001, the board of trustees combined two of its committees, nominating and trusteeship, into a new committee, governance—its name emphasizing the importance trustees place on governance. The board has increasingly focused on being more strategic in its work. A major strategic issue is discussed at the October, January, and April board meetings. Board retreats in 2002, 2006, and 2008 provided time to focus on particular issues and proposed plans while giving trustees opportunity to interact informally.

The executive committee changed its role in 2003. Its size was reduced to be a small committee focused on issues and acting as a sounding board for the president rather than a large committee focused on reporting. This new structure has worked extremely well. Committee charters, mentioned earlier, are another example of improved governance. These charters are reviewed and updated, as needed.

The board seeks a blend of expertise among its members to ensure governance requirements to fulfill the mission of the institution are properly met. Information on trustee expertise and experience is noted when a trustee joins the board and updated periodically to ensure the board best uses each trustee's talents and skills. The board uses this information for regular committee assignments as well as for special committee assignments such as, for example, development of a new debt policy. The board also engages in regular self-examination, as a body and as individual trustees, in the year of a trustee's re-election, to monitor its own effectiveness.

Appraisal

The board of trustees operates with a philosophy of continuous improvement. By constantly examining what we do and how we do it, the trustees are able to anticipate and provide leadership on issues in a climate/environment that fosters very open dialogue. The board draws on tools at hand or creates new ones in order to become more efficient without forfeiting quality or active participation of trustees.

The effectiveness and productivity of the board of trustees, its committees, and members has been enhanced by the work of the governance committee, a committee formed since the last reaccreditation study. Each trustee committee, including governance,

has adopted a charter that clearly defines its functions and responsibilities. Board and committee operations have been strengthened and directly focused on strategic planning needs and oversight. Every board meeting has an executive session that allows for a confidential, frank exchange of information and views. This opportunity has fostered an enormously well informed and collaborative board.

Importantly, the board continues to attract outstanding trustee candidates. The governance committee evaluates the importance and existence of particular expertise on the board, enabling the committee to be purposeful in filling seats with those having qualifications most needed at a given point in time. We constantly strive to maintain and expand the board's diversity and have had success with these efforts. As noted in the Projections section, we are creating better systems for developing trustee prospects.

Trustee access to information has been vastly improved by creation of a confidential trustees' Web page. It is an easily viewed site that is regularly updated, and is particularly helpful since the amount of trustee documentation has increased in response to governance needs. Also, online communication has allowed committees to stay more active between meetings, with materials e-mailed for comment in preparation for meetings and to follow up; this has increased committees' productivity and allowed more efficient use of trustee time. The board's judicious use of electronic communications and online resources are examples of the results of the board's constant self-examination.

Projections

1. The composition of the board of trustees has evolved over time. While always a blend of talents, backgrounds and professions, board composition historically was tilted more toward individuals whose primary life focus was volunteerism. In recent years that blend has shifted toward members who have had significant career responsibilities in addition to not-for-profit and volunteer experience. This trend is expected to continue, as the board seeks to expand its reservoir of talent, adding new kinds of expertise and experience.

Overall diversity within the board is a priority, and the board has, on balance, been successful in ensuring this priority is met. Attention to the need for diversity is an on-going, special priority of the governance committee; increased efforts to better parallel the composition of the student body are underway. The governance committee continues to refine and strengthen its recruiting processes and is working with a new database to broaden its applicant pool.

2. The board will continue to work on maximizing contributions of all trustees. The work of the board has and continues to become more professional. The governance committee periodically conducts an assessment of the trustees in its efforts to enhance the board's effectiveness. Committees are now more interactive in their format, and the board is increasingly so. The College is open to seeking trustee help on difficult, confidential issues. The executive committee, with its smaller size and consultative function, is intentionally designed to have a role in this involvement.
3. The board seeks to become a more visible presence within the campus community. In the last couple of years, trustees have attended and spoken at student College Government meetings. Trustees interact with students and faculty in a number of ways: meeting with fellowship candidates, social hours with students, breakfasts and lunches with faculty, as well as working with faculty at retreats. The trustees office is involved in promoting and supporting these connections.
4. Electronic communications will become the norm for trustees. Updated information can be immediately available, less paper will be used, and there can be more immediate input and feedback. The trustees have a trustee-only, password protected Web site that already contains comprehensive information. The president and board chair are leaders in the use of electronically communicated information; such use is expected to increase significantly in the short and long term.

FACULTY GOVERNANCE

Description

Faculty play an important role in College governance. Faculty governance occurs primarily through Academic Council and its standing committees. Within limits set by the bylaws, Academic Council determines academic policy and makes rules for its own government. It has a general concern for the educational experience of students, establishes requirements for admission and degrees (subject to trustee approval), and approves courses of instruction. Academic Council meets monthly during the academic term. Membership in council consists of the president, all members of the faculty, and specified officers of the College, administrative staff members, and students. A full description of Academic Council membership, duties, powers, and standing committees is found in the "Articles of Government."

There are numerous committees of Academic Council, each of which has a specific area of responsibility, such as admissions, budget, curriculum and instruction, or faculty appointments. While faculty generally constitute the majority on each committee, most also include one or more senior administrators, such as the president or dean of the college (or designee). Some committees include other relevant administrators and student members. All tenure-track faculty members are eligible to serve on Academic Council committees except those in their first year of service at the College or on leave. The vast majority of eligible faculty members—86 percent (97 percent, excluding the physical education, recreation, and athletics faculty, and instructors in science laboratories)—do serve on a committee.

Several committees' work involves appointment decisions or faculty compensation. The committee on faculty appointments makes reappointment, tenure, and promotion decisions. This committee is composed of the president, dean of the college, an associate dean of the college (nonvoting), and six tenured faculty members—one from each of the three groups of departments elected by preferential ballot sent to the faculty in that group; two members-at-large elected by preferential ballot; and one member elected by the faculty of the black task force.

Appeals of appointment decisions are heard by the board of appeals, whose members are also elected from among the faculty. The advisory committee on merit advises the president on compensation of full professors after reviewing their performance.

The committee on curriculum and instruction reviews departmental curriculum and makes recommendations to Academic Council concerning curriculum and instruction. The committee is composed of the president or her designee, the dean of the college or his designee, six faculty, and two students. The advisory committee on budgetary affairs advises the president on budgetary matters. The committee is composed of the president or her designee, the vice president for finance, five faculty, two members from Administrative Council, the president and bursar of College Government, and two other students selected by the student senate. Other committees have responsibility in areas such as admissions and financial aid, faculty awards and benefits, diversity and minority hiring, lectures and cultural events, fellowships, medical professions advising, and international study.

The agenda committee, which includes elected faculty, the president, and dean of the college, appoints faculty to most of the standing committees of Academic Council and conducts elections for faculty representatives to committees as appropriate. It is also charged with preparing the agenda for Academic Council meetings and assuring that Academic Council functions according to its mandate as stated in College bylaws.

Appraisal

Several recent reports, including the 2015 report and a 2002 report by the College's parliamentarian, called for a revitalization of Academic Council and stressed the importance of putting issues of substance on the agenda and structuring discussions to allow Academic Council to function as a deliberative body rather than a consultative one. In the wake of these reports, the agenda committee has made consistent efforts to improve the functioning of Academic Council and to make discussions there more purposeful and productive. Very routine business (such as the approval of addenda to the curriculum)

has been delegated to committees and removed from Academic Council agendas. Time limits have been introduced for oral reports, and the agenda committee has encouraged the use of electronic media for dissemination of nonessential reports and announcements. As recommended in the 2002 report, "committee-of-the-whole" discussions have largely been replaced by discussions of motions to change articles of government or take other specific actions. While there seems to be some perennial concern about the quality of debate and perceived hesitation of newer faculty to participate, Academic Council has remained a vital and quite functional body within the College's governance structure. To offer one example from the recent past, in 2003–04, when the faculty wished to take up the issue of grade inflation, Academic Council facilitated a lengthy and thoughtful review process, culminating in decisive action. (See Standard IV for a more detailed discussion of the role of Academic Council in this and other academic program reforms made during the past 10 years.)

The agenda committee periodically reviews procedures used for electing faculty to Academic Council committees and recommends changes to make them more effective. One recently enacted change was a switch from paper to electronic voting in 2005–06. The change resulted in a 20 percent increase in the elections participation rate—from 33 percent to 53 percent; however, within two years, participation rates fell back to pre-electronic voting levels. The agenda committee will revisit this issue in the near future to consider other reforms, such as conducting elections for different positions simultaneously rather than sequentially, which might help to boost participation.

The agenda committee also embarked on a review of all 21 council committees in spring 2006, with the goal of determining whether they were operating effectively. The agenda committee concluded that the vast majority of committees are effective and make an important contribution to the community. However, the review identified six to eight committees for further review. These committees were seen as struggling with their missions and spending faculty time on low-priority tasks or as needing to revisit the balance of work and decision-making between faculty and administrators. While some of the review's more modest suggestions for reform have

been implemented, such as encouraging committees to hold orientation sessions for new members and abolishing the “star” system that designated certain committees as more demanding, little progress was made in implementing more fundamental reform to these six to eight committees during 2007–08. The agenda committee continues to see this as an important project to pursue and in 2008–09 will be working with those committees to make specific recommendations to reform their structure or functioning.

A final concern relating to Academic Council committees is whether membership of the “more important” committees is dominated by a small number of faculty members, who are appointed or elected to serve repeatedly. This concern was a key part of the discussion when the advisory committee on merit was formally separated from the committee on faculty appointments in 2005–06. The issue is particularly relevant for this committee, since only full professors are eligible to serve on it. Some faculty argued that it would be useful for all full professors to rotate through the committee, while others felt that it was appropriate that those faculty viewed by their peers as being more responsible or having better judgment would serve repeatedly. In the end, a compromise was struck whereby faculty members elected to the committee are ineligible to serve again for nine years after completing their term. More generally, the issue of whether service is shared equally among faculty and rewarded appropriately is an important one that is taken up in Standard V.

The academic department chairs are also part of the College’s faculty governance structure. The role of academic department chairs has changed as the governance of the College becomes more complex. For example, changes were made as a result of recommendations in 1997. New efforts to expand the role of academic department chairs and to provide better academic planning were stimulated by the findings of the governance working group of the 2015 Commission (See Standard V for further discussion).

Projections

1. The agenda committee will continue to work with committees of Academic Council to ensure that committee service is meaningful and effective. Implementing the recommendations from the recent review of committees of Academic Council is an important first step, but there are other pressing questions that should be examined.

One such question concerns the role of ad hoc committees. These committees may be appropriate in cases where the specific need for them is short-term, but their existence potentially places a heavy service burden on some faculty members (since participation in ad hoc committees typically does not excuse faculty from service on a standing committee of Academic Council) and could risk taking some of the most substantive work away from standing committees. The agenda committee may also want to revisit its policy of putting junior faculty members on committees first: it does ensure they have a record of service when evaluated for promotion and helps them to become engaged with the wider College community, but it also may place a heavier service burden on them. A third question concerns the role of Faculty on Term Appointments (FTA). This new category of faculty was established only recently, and it has not yet been determined whether such faculty will be eligible to serve on council committees. The current and expected future growth in junior faculty could make it difficult to provide a large role for FTAs on committees unless the “junior first” policy is changed (see Standard V for further discussion). Finally, as noted above, the agenda committee will look into voting procedures for elections to committees of Academic Council.

2. The agenda committee will continue to work to ensure that Academic Council serves as a useful forum for healthy debate and action on issues related to academic policy. The agenda committee may want to continue to consider innovations to the structure of Academic Council meetings that may help to promote wider participation, such as the small group sessions used for a discussion of faculty time during an Academic Council meeting in fall 2006.

STAFF AND STUDENT GOVERNANCE

Description

In addition to Academic Council for faculty, there is the Administrative Council for staff and College Government for students. College Government (CG), which enacts and administers most of the legislation governing student life, includes all students as members and has the following duties under its jurisdiction: governance of student organizations, appointments of students to standing committees of Academic Council and committees of the board of trustees (for those committees that have student members), allocations of student activity funds, administration of the honor code and judicial process, and representation of student body opinion (see “College Government Handbook” for a full description). An elected cabinet of nine students facilitates the work of CG consisting of president, vice president, bursar, secretary/treasurer, director of on-campus affairs, multicultural affairs coordinator, committee for political and legislative action chair, chief justice, and the house president’s council/college government liaison. The work of CG is carried out through senators appointed by student organizations and residence halls. Duties of senators include staffing the following standing committees: student organization finance committee, communication committee, student organization appointments committee, presidents’ council, campus wide diversity initiative, Schneider board of governors, and the senate policy and ethics committee.

Administrative Council was formed in 1983 to provide administrative staff with a forum to represent their views in the College’s decision-making process (see “Administrative Council Guidelines and Bylaws”). Council meetings are chaired by the president and are held monthly throughout the academic year, providing an opportunity for exchange of information and ideas. The council membership is functionally diverse and represents staff at all levels throughout the College. Administrative Council operates through its standing committees, and it is through these committees that specific recommendations are brought to the president: steering, nominating, compensation and personnel policy advisory, and

diversity. In addition Administrative Council provides representatives to Academic Council, student senate, the advisory committee on budgetary affairs, the standing panel for College-wide grievance committee and the diversity coalition.

Concerning the administrative organization of the College, there are seven senior administrators, responsible for major divisions, who report directly to the president. These are the dean of the college, dean of students, vice president for finance and treasurer, vice president for administration and planning, vice president for information services, vice president for resources and public affairs, and dean of admission. The senior staff team meets weekly and has biannual retreats with the president. The president and senior staff members meet periodically with a larger group of senior administrators to discuss managerial policy issues.

The president, sometimes together with the chair of the board of trustees, regularly convenes cross-constituency task forces and committees to address planning and policy issues. Examples of such committees convened in the past few years include the aforementioned 2015 Commission and its two working groups.

Appraisal

Each year, CG identifies a series of priorities and, as appropriate, passes legislation to improve processes. Examples of recent changes include: creation of coordinators of appointments and organizations to assist the vice president; development of a senate policy and ethics committee to ascertain that standards are met; and budget revisions that allocate funding in accord with CG goals.

Over the past ten years, the Office of the Dean of Students has forged a stronger connection to CG with the dean and associate dean attending weekly Senate meetings, offering training programs for newly-elected cabinet members, and initiating a mentoring program for cabinet members using senior-level administrators. The success of CG depends on the leadership skills of the cabinet as well as the relationships between the cabinet and college administration. In recent years, students have focused on promoting dialogue concerning multicultural issues, increasing student interest and

participation in student government, and creating stronger connections with the house governance system. Challenges have included retaining senators for a full year commitment, allocating revenue across an increasing number of constituted student organizations, and appointing students to Academic Council and board of trustee committees in a timely fashion.

Recognizing the increasing difficulty of engaging administrative staff in the committee work necessary to keep the Administrative Council lively, the Administrative Council advisory board was formed in 2007. The purpose of this new structure is to foster greater collaboration among Administrative Council committees by coordinating and strengthening the work of standing committees to ensure that committees are active, relevant, and adequately sized, and exploring the formation, elimination, or revision of committees as needed. Over the past several years, a variety of efforts have been undertaken at the recommendation of the steering committee in order to make council meetings more substantive and to increase attendance, with mixed results. Although time for discussion is a component of each agenda, meetings tend to consist mostly of reports to the group, and there is little opportunity either for discussion or interaction among the attendees.

The Steering Committee has identified the need to encourage individuals giving reports to structure them in a way that will encourage discussion (such as embedding in each report one question for the group to consider). The committee is focused on designing meetings to encourage more interaction among members to foster a greater sense of collegiality, including the use of alternative meeting venues that are more conducive to such interactions. In recent years, significant effort has been dedicated to developing a department heads group for the purpose of taking up management issues of importance, and that effort has proven worthwhile. The agendas have been substantive and have generated meaningful interactions among managers. Members of senior staff have begun to view this group as a useful forum for soliciting input on key institutional initiatives.

Projections

1. CG participation will be essential to College planning to address multicultural issues and promote inclusiveness across campus.
2. CG will need to continue its work on defining and strengthening the relationship with the house governance system; using technology to enhance effectiveness; improving the process of recruiting and selecting students to serve on board of trustee committees; and developing new processes to constitute student organizations to address the plethora of organizations.
3. Administrative Council and its standing committees will continue to play an important role for staff members by serving as a structure that informs and develops administrative staff in ways that enhance the ability of staff members at all levels to contribute to and support the intellectual community of the College.
4. Review of the purposes and functioning of Administrative Council, with a particular assessment of the effectiveness of the advisory board, will be ongoing.
5. The department heads group will continue to serve as a useful forum for soliciting input on key institutional initiatives.

STANDARD IV:

THE ACADEMIC PROGRAM

[Note: Standards IV and V are the most lengthy and complex of the self-study, and we have chosen to interweave analysis and projections through the running text of both standards. In order to distinguish descriptive material from our appraisals and projections, we have highlighted the latter sections in bold print.]

The College's mission statement highlights our aim to provide students with an excellent liberal arts education. Over the past 10 years, the academic program has evolved in ways reflecting our expanded understanding of what constitutes a liberal arts education and reaffirming our commitment to the highest standards in teaching and learning. This decade has witnessed a growth in interdisciplinary programs, experiential learning opportunities, student-faculty collaborative research, and cross-institutional collaborations. At the same time, the College has engaged in ongoing discussions about our academic program aims and how we can know we are achieving those aims. The Committee on Academic Excellence (CAE), the 2015 Commission, and the Academic Planning Committee (APC) have all examined the question of how we can ensure the continued excellence of a Wellesley education. **In response to these and other initiatives, the College has taken a number of steps to tighten degree requirements and grading standards; ensure the depth, rigor, and cohesion of majors; enhance integration between on- and off-campus learning opportunities; and support students' academic achievement.**

THE ACADEMIC PROGRAM

The basic structure of a Wellesley degree has remained unchanged over the past 10 years. Students are required to complete a minimum of 32 units of coursework, including one semester of expository writing, nine units distributed across eight content or skill-based areas, and a major. Students must also complete a multicultural requirement and a quantitative reasoning requirement, demonstrate proficiency in a foreign language, and complete a physical education requirement.

The Major

Although a major requires a minimum of eight units of coursework, most majors require at least nine or 10 units, and a number of majors, particularly in interdisciplinary fields, require 11 or more. Typically, majors requiring the eight-unit minimum are in foreign languages and do not permit introductory courses to count toward the major. Students may also complete minors, requiring a minimum of five units of coursework, in most departments and programs. In combination, a student may complete a maximum of two majors and minors (i.e., two majors or a major and a minor).

In 2007–08, there were 30 departmental majors and 24 interdepartmental majors. Students wishing to pursue a course of study not represented among existing majors may design an individual major, subject to approval of the Committee on Curriculum and Instruction (CCI). **The process by which the CCI approves individual majors has become more rigorous in recent years, requiring there be strong advising and an intellectually coherent plan that could not be met within one of our existing majors.** Typically, only a handful of students elect this option each year.

Interdepartmental majors are one part of the academic program that continues to evolve rapidly. Of the current 24 interdepartmental majors, seven are new to the College since the last reaccreditation (astrophysics, cinema and media studies, environmental studies, Latin American studies, media arts and sciences, Middle Eastern studies, and South Asia studies), and three are reconfigurations of previously existing interdepartmental majors (cognitive and linguistic sciences, East Asian studies, and neuroscience). The establishment of new interdepartmental majors is driven by student and faculty interest, and often follows repeated student requests for an individual major in a particular field. The College has streamlined administration of some majors by creating new departments (e.g., East Asian languages and literatures, classical studies) to house multiple majors.

At the time of our last reaccreditation, we noted the challenge of maintaining integrity of traditional departmental majors while being responsive to emergence of new interdisciplinary fields. In recent years, several departmental visiting committees have called attention to the tension between departmental needs and priorities, on the one hand, and the needs of interdepartmental programs, on the other. For example, interdepartmental programs lacking their own faculty lines and associated courses have limited control over the major curriculum from one year to the next. Departments that contribute courses to such programs must consider competing needs of students majoring in the department and those majoring in the interdepartmental program. There is concern as well that interdepartmental majors risk becoming unfocused or diluted in the absence of a dedicated faculty.

In light of these concerns, the College has taken several actions to strengthen interdepartmental programs. In the case of our largest program, international relations, the College reconfigured the major by creating separate tracks, each housed in an existing department (economics, history, or political science). In other instances, and in a departure from previous practice, the College has established faculty positions within interdepartmental programs. To date, five new tenured or tenure-track faculty members have been hired directly into interdepartmental programs, and several departmentally based faculty have moved to interdepartmental programs. The College has also begun working to provide appropriate administrative support structures for interdepartmental programs—for example, recently hiring an administrator for the environmental studies program. We hope such measures create greater cohesion within interdepartmental majors and strengthen curricular planning potential and advising within those majors. While we believe these are positive steps, we are aware of the challenges faced by small programs (often with only one or two faculty appointments) that may be engaged in establishing or reconfiguring an entire curriculum, that have limited faculty personnel to attend to administrative and cocurricular matters, and that often operate with little or no dedicated space or administrative staff. The availability of resources will be key to the long-term success of these programs.

The number of majors offered at Wellesley far exceeds that of peer institutions, largely due to the greater number of interdepartmental majors. We wonder whether this is a positive aspect of the academic program or whether maintaining this large range of offerings strains the College's resources. Should we aim to streamline the number of majors, perhaps by encouraging concentrations within departments? Would such streamlining risk making some majors less visible without conferring any benefit? The College is currently taking steps to better understand faculty expertise and academic needs of students between disciplines. Through a Mellon grant on interdisciplinarity, the College is also collaborating with Barnard College on a project to link faculty in a few interdisciplinary programs across institutions so they can discuss common issues and solutions. In addition, the Academic Planning Committee is working to develop criteria to be used in making decisions about whether an area of study should qualify as a major; these criteria may include considerations such as availability of required courses on a regular basis and the degree of dependence of the major on courses in different departments. In coming years, we will use these tools to make strategic choices about how best to support our current and future needs in interdisciplinary studies. (For more details, see Curricular Oversight, Planning, and Innovation section below.)

Approximately 30 percent of students graduate with two majors, a percentage that has remained steady over the past several years. The practice has been a matter of concern among some faculty members, who note that election of two majors may lead students to complete no more than the minimum number of courses in one or both fields. Data from students who graduated between 2001 and 2007 provide some support for this notion: The percentage of students who elect eight or nine courses in their major(s) is 52 percent for students with a single major and 71 percent for students with two majors. It has been suggested that completing only the minimum major may limit students' intellectual engagement in an area or leave them under-prepared for graduate work in either field. On the other hand, others have pointed out that the minimum major is designed to ensure appropriate depth of engagement in the field, and that students who elect two majors are realizing the best of a liberal arts education by mastering two areas of inquiry. Anecdotal feedback from students indicates that a variety of factors contribute to a

student's decision to elect two majors, including the desire to have two academic "homes" on campus and the perception that a double major will be appealing to potential employers, especially if one of those majors is seen by students to be more "marketable" than the other. **One of our challenges is to communicate more effectively to students that the knowledge, skills, and perspectives that they acquire in any major at the College will serve them well in future endeavors.**

A question about whether the required minimum major provides adequate depth and rigor for students surfaced also in the work of the Committee on Academic Excellence (CAE). **One suggestion was that faculty consider increasing the minimum number of courses required for the major. Some departments, particularly language and those perceived as less practical in a pre-professional sense, have expressed concern about the decline in enrollments (and majors) that might follow such a change.** The CAE also recommended that each department review its curriculum to ensure that its courses are sufficiently rigorous so that students completing only the minimum number of requirements would obtain a strong disciplinary education. Such a review could be formally incorporated in to the College's curriculum oversight and planning processes, described more fully below.

One of the ways that major fields differ from each other is in the degree of course sequencing they require. In some instances, course sequencing reflects the nature of the field: Progression through a specific series of courses may be required for mastery of disciplinary knowledge and skills in one field, but not in another. In other instances, the degree of sequencing is a function of more pragmatic factors: In departments or programs with a small faculty and few majors, it can be difficult to prescribe a sequence of courses that will be offered with enough regularity to attract enough enrollments to be sustainable. **There has been some discussion both in the CAE and in the Academic Planning Committee about whether the College should encourage departments and programs to adopt more highly sequenced curricula. Would such a change promote greater mastery of substance and skills in the major? Would such a change be unnecessary or impractical for some departments? The CCI will take up this question over the next several years.** It has been noted that the amount of sequencing required in a major has far-reaching effects on a student's overall academic

experience, insofar as it constrains other choices or opportunities (e.g., international study). **Were we to move in this direction, it would be important that the College provide the necessary resources to programs and departments to effect the change, and the necessary supports to students to incorporate the change into their academic plans.**

Regardless of the major (or majors) that a student elects, successful completion depends on effective advising, especially for students who plan to study abroad. In 2004, the major advising system was modified, as recommended by the CAE, to ensure advance planning and advising for students who wish to study abroad during all or part of the junior year. The new policy requires such students to declare a major in the fall (rather than in the spring) of the sophomore year, prior to the deadline for international study applications. **This policy ensures that the student has a realistic plan in place to ensure successful completion of the major and other degree requirements upon her return to campus.**

On another front, data from senior surveys indicate that major advising is sometimes less effective in interdepartmental than in departmental majors, owing perhaps to a lack of clarity among students about which faculty are linked to the program, or to frequent changes in directorship of such programs. **The establishment of direct faculty appointments to some of these programs (discussed above) may address this problem.** (The College's advising system is discussed in more detail in Standard VI.)

The Broader Curriculum

As was true at the time of the last reaccreditation, Wellesley requires no specific courses except Writing 125, a semester-long expository writing course ordinarily completed in the first year. This requirement reflects the College's recognition of the central role clear and persuasive writing plays in all fields of study. Beyond this requirement, students must elect courses from specified intellectual and methodological areas, but have the freedom to decide which courses they will take to fulfill these requirements.

At the time of the last reaccreditation, we described a restructuring of the distribution requirements in 1997 that took effect with the Class of 2001. The new requirements are organized around eight substantive and skill-based categories cutting across departmental

boundaries: 1) language and literature; 2) visual arts, music, theatre, film, and video; 3) social and behavioral analysis; 4) epistemology and cognition; 5) religion, ethics, and moral philosophy; 6) historical studies; 7) natural and physical science; and 8) mathematical modeling and problem solving in the natural sciences, mathematics, and computer science. At the time, it was agreed that they would be reviewed after one or more classes had graduated under the new requirements. **The CCI conducted this review in 2002–03. On the whole, it found that distribution requirements had much to recommend them and felt no need to prescribe wholesale changes.**

A second aspect of the curriculum that was relatively new at the time of the last reaccreditation was the quantitative reasoning (QR) requirement. Established in 1997, the QR requirement has two components: 1) a basic skills component that may be satisfied either by passing a QR assessment exam administered upon arrival at the College or by successfully completing a basic skills course in quantitative reasoning (QR 140); and 2) an overlay course component that may be satisfied by successful completion of any one of a number of designated courses that emphasize statistical analysis and interpretation of data in a specific discipline.

The CCI reviewed this requirement in 2002–03, after two classes had graduated under the new requirement. They judged the basic skills component to be quite successful: Concerns about the potentially stigmatizing effect of failing the initial QR assessment had not been borne out, and students who took QR 140 showed marked improvement in their skill and confidence in handling quantitative problems (as demonstrated in pre- and post-course test performance and responses on pre- and post-course attitude assessments). There was, however, some concern about “marginal passers”—those students who pass the initial assessment exam by a small margin (and so are not required to take QR 140), but still have significant gaps in their quantitative skills. The College is now studying the effectiveness of QR 140 as an intervention. Using institutional data, this study will compare outcomes of students who fall just below the passing mark in the initial QR assessment (and thus take QR 140) and those who fall just above the passing mark (and thus do not).

Depending on the findings, the College may consider modest reforms to the QR requirement, such as increasing the passing score on the assessment test required or putting other measures in place to help “marginal passers.”

In the future, we plan to experiment with other approaches to assessing students’ quantitative reasoning skills. For example, in the upcoming year, we will participate in a pilot project whereby QR skills are assessed through an examination of students’ writing portfolios. One sign of the success of our QR program is the fact that a number of other institutions are using Wellesley’s requirement as a model and have asked the director of our program to assist them in planning or refining their QR programs.

A third aspect of the Wellesley curriculum that had been recently modified at the time of our last reaccreditation was the multicultural requirement. Initially established in 1990, the requirement reflected the faculty’s view that each student should complete at least one course addressing the experience of non-Western societies or cultures and/or the topics of racism and discrimination. In its original form, the requirement directed students to elect one from a list of designated multicultural courses. In 1997, the list was abolished and the requirement was revised so as to offer more intellectual ownership to the student: In consultation with a faculty advisor or class dean, each student was required to identify a course to fulfill the multicultural requirement, and to justify her choice in writing in a statement countersigned by the advisor or dean. This version of the requirement was meant to invite greater student reflection about the meaning of the requirement, and thereby to deepen its impact.

In the 11 years since the new requirement was put in place, it has met with growing dissatisfaction among faculty and students alike. In a review conducted in 2005–06, the CCI found that many students completed the requirement in a perfunctory way, often waiting until their final semester (or their final weeks) at the College to submit the written statement. Other criticisms surfaced as well, for example that some students could satisfy the requirement without learning about a culture other than their own (such as a student from China using a course on Asian art for this purpose) and that students could use a course to satisfy the requirement even if the faculty member teaching the course would not agree that it should count for this purpose.

Over the next two years, the multicultural requirement was the topic of much discussion: The CCI consulted with a variety of campus groups, including faculty, students, administrators, and trustees; held a campus-wide forum on the topic; and led several discussions at meetings of Academic Council. At a spring 2008 Academic Council meeting, the CCI offered a new proposal for a revised multicultural requirement. The committee noted that one of the problems with the current requirement was that it attempted to meet two goals with a single course. The revised proposal aimed to correct this problem by offering a two-course overlay requirement. The “global education” element of the requirement would promote familiarity with a non-U.S. culture and could be met by an international study experience or by a designated course; students who had attended high school outside of the United States would be exempt from this part of the requirement. The cross-cultural element of the requirement, met by completion of a designated course, would entail examining the interaction between or among cultures, or of structures that promote or discourage such interactions. In the ensuing discussion, several strengths of the revised proposal were noted, but a number of concerns remained—some specific to the proposal, some related to a worry about the number of requirements in our curriculum, and some linked to broader questions about how the College should signal its commitment to multiculturalism. The revised proposal was not endorsed.

The College’s commitment to multicultural education is unwavering; our challenge is to discover how best to realize this commitment. The CCI is continuing dialogue about multiculturalism at the College in partnership with other faculty who are interested in multicultural studies. This group will consider an array of curricular and cocurricular approaches, including highlighting courses or course sequences that deal with multicultural issues, sponsoring faculty development opportunities, funding faculty-student research, and coordinating multicultural events with other offices on campus.

In the context of our discussions about the multicultural requirement, some faculty members have raised a more general question about whether the College’s overall number of distribution requirements is excessive. There is consensus that students should be required to take courses from designated categories beyond the major, and that these courses

should confer a breadth of intellectual experience that is the hallmark of a liberal arts education. There is less agreement about how many substantive and skill-based domains should be privileged. **We wonder also whether these requirements are fulfilling their intended function: Are they promoting a spirit of intellectual exploration and discovery, or are they viewed by students as little more than a checklist to be completed before graduation?** We are heartened by feedback from recent interviews and surveys of graduating seniors suggesting that, while some students take exception to the requirement to take courses in particular fields, the overwhelming majority are happy in retrospect to have been “forced” to take courses they would not have otherwise. Some students note that these requirements propelled them to move outside of their intellectual “comfort zone”; some said that the courses revealed unknown talents or sparked new passions; and some appreciated the broader message communicated by the requirement—that knowledge is valuable for its own sake. **Many on the faculty remain uncertain, however, about whether the number of specified requirements beyond the major (including nine distribution courses, one writing course, one overlay quantitative reasoning course, and one overlay multicultural course) imposes too great a limit in students’ flexibility in course selection, and puts the College at a competitive disadvantage in attracting prospective students. Over the next two years, the CCI will take up the question of distribution requirements to determine whether changes would improve students’ educational experience.**

In the years prior to our last reaccreditation, there were two major initiatives regarding the first-year academic experience: the cluster program, an interdisciplinary residence-based program that ran for 10 years; and INCIPIT (Introduction to Collaboration: Interdisciplinary Problems and Intellectual Tools), a program that lasted two years. **We continue to believe that it is worth investing faculty and curricular resources into developing a first-year program that introduces students to the excitement of a liberal arts education, but since our last reaccreditation, our efforts have been modest.** The 1999–2000 curriculum included first-year experience courses, open only to first-year students and designed to help them make the successful transition from high school to college course work. This designation was eliminated in the following year due to a lack of first-year curricular initiatives. In response to recommendations issued

in 2006 by the committee on the first year, the CCI made efforts to re-establish first-year courses. The 2007–08 curriculum included eight such courses (in economics, education, geosciences, history, philosophy, and sociology).

The first-year writing course, Writing 125, has been frequently referred to as the College's one common first-year experience. **In a survey undertaken as part of the program's review in spring 2006, a large majority of faculty expressed support for retaining Writing 125 as a requirement, and a large majority of students indicated the writing program had both improved their writing and first-year experience.** A unique feature of the writing program is its link to departmentally based instruction. A variety of departments and programs, including English, Art, Russian, Philosophy, Japanese, American Studies, Women's Studies, and Cinema and Media Studies, offer sections of Writing 125. **An expansion of the program into other parts of the curriculum is limited by the difficulty of recruiting new faculty from disciplines to teach writing.** Increasingly, faculty are finding other programs across the College that attract their attention and time; in addition, faculty recognize that writing is difficult and time-consuming to teach, and requires expertise. Thus, the writing program must rely heavily on a team of nontenure track faculty (appointed exclusively to the writing program) to teach its courses. **While this arrangement allows writing courses to be taught by individuals who have specific expertise in that domain, it carries risk that the program may not be fully integrated into the rest of the curriculum.**

The question of whether the College ought to have a more ambitious first-year program continues to be a subject of discussion. In constructing a new first-year experience program, the College has to confront the same challenge that arises in the context of the Writing Program—the fact that, while these programs are potentially very valuable for students, they are also very costly in terms of faculty resources. **Over the past year, the Academic Planning Committee has identified the academic experience of first-year students as an area in need of particular attention. In consultation with the entire faculty, the APC is developing a set of specific proposals about curricular innovations for first-year students; these proposals will be brought to the community by the start of the 2008–09 academic year.**

Finally, the College has recently directed renewed attention to the place of the arts in the curriculum and in the life of the College more broadly. A task force on the arts was formed in 2006 to examine Wellesley's current position in the arts, make recommendations, and suggest possible new directions. **In its report, released in spring 2008, the task force noted a number of strong developments in the arts in recent years, including new curricular initiatives, new interdisciplinary programming, the development of more diverse cultural programming at the Davis Museum and Cultural Center, the Newhouse Center for the Humanities, and an increase in the number of arts-related internship opportunities. The task force suggested, however, that the College has untapped potential to take a leading role in arts curricula and programming.** Its recommendations included improvements in infrastructure (facilities, staff, and technology), and increased collaboration among departments and programs, the Museum, and the humanities center. **A task force on the sciences, modeled on the arts task force, has been convened and will complete its work by the start of the 2009–2010 academic year.**

Curricular Oversight, Planning & Innovation

The Committee on Curriculum and Instruction (CCI) is the major body overseeing the academic program. Comprising faculty, administrators, and students, the CCI reviews the entire curriculum each year, approves new courses and new majors, and oversees the honors program. In recent years, the CCI has adopted new practices for review of departmental curricula with the aim of being proactive about curricular issues rather than reactive to problems as they arise. Each year, in consultation with the CCI, several departments or programs are asked to engage in a detailed review of their course offerings and major requirements. The CCI also takes up broader issues concerning matters such as the number and nature of distribution requirements, grading practices at the College, and collaborative relationships with other institutions.

One difficult aspect of the CCI's work is that, while they have the authority to make decisions on issues such as new majors, they cannot authorize the resources (e.g., new faculty lines) that may be required to implement those decisions. It could be beneficial if there were a coordination of lines of authority regarding different aspects of such

decisions. The APC has recommended the creation of a new faculty committee that would have the authority both to make curricular decisions such as authorizing new majors and to allocate tenure-track faculty lines, but early faculty reaction to this proposal has been mixed.

Each year, the CCI presents the entire curriculum to the Academic Council for approval. This vote is relatively perfunctory and rarely involves discussion or debate. One recent change to the curriculum review process is that the CCI has been granted the authority to approve minor changes to the curriculum outside the normal curricular review cycle without bringing them to council for a vote. **This change has improved the functioning of Academic Council (see Standard III), but has not encouraged more faculty-wide discussion of the curriculum. We wonder whether greater input from the faculty on the curriculum would be desirable, and if so how it could be encouraged. It is probably relatively more important to get faculty input on more substantial changes to the curriculum, such as approving a new major program, than on the introduction of individual new courses.**

In addition to CCI, two ad hoc academic oversight committees constituted since the last reaccreditation have engaged in an examination of the academic program. The first of these, the Committee on Academic Excellence (CAE) included faculty, administrators, and students. The work of the committee was organized around several questions: 1) What knowledge, qualities, and abilities do we hope every student will possess at graduation?; 2) To what extent do our practices and policies ensure that every Wellesley student achieves these qualities, competencies, and knowledge? What evidence do we have for our answers to this question?; and 3) What changes to our practices and programs would most significantly strengthen the liberal arts education of every Wellesley student? The CAE engaged department and program chairs, who in turn, engaged their colleagues, in consideration of these questions with particular attention to strengths and weaknesses of departments and programs. The discussions also included special focus on academic advising, capstone requirements, international education, experiential learning, and double-majoring. The CAE synthesized the responses it received from departments and programs, reviewed institutional data from surveys of recent graduates, and consulted with the directors

of the quantitative reasoning program, the writing program, and the Pforzheimer Learning and Teaching Center. **The work of the CAE culminated in a report that offered a number of specific recommendations aimed at increasing the rigor of majors, tightening academic standards, providing targeted student support, promoting greater integration of on- and off-campus learning opportunities, and increasing faculty diversity. A number of these recommendations have been acted upon, as described in this standard and in Standard V.**

The second academic oversight committee, the Academic Planning Committee (APC) was established by the new president in 2007–08 and charged with considering Wellesley's goals for its educational and research mission in order to assist the College in developing a rational academic plan. The APC is a faculty committee, chaired by the dean of the college. In a series of meetings over spring and fall 2008, the committee discussed the strengths and shortcomings of Wellesley's educational experience. The committee's discussions focused on the intellectual and creative community at Wellesley and on ways that we might stimulate, both for faculty and students, a deeper and more vivid engagement with ideas and with the many forms of creative activity pursued on campus. To engage the entire community in a consideration of these ideas, the APC hosted a faculty-wide retreat in December 2008. Faculty participation at the retreat was remarkably high (with 216 faculty members in attendance) and the participants were generally quite enthusiastic about the APC's work and eager to weigh in on its preliminary proposals. **This input will be used to shape the APC's recommendations, which will be finalized by the end of spring 2009. The APC anticipates that in the 2009–2010 year, it will bring some of its recommendations directly to Academic Council for a vote and that other recommendations may be sent to other committees such as the CCI for them to develop further and implement.**

Although the APC was initially established as an ad hoc committee, some have suggested that there may be an ongoing need for a permanent committee of this sort. **If the APC does indeed become a standing committee of Academic Council, the College will need to articulate more clearly the relationship between its work and that of the CCI. Much of the CCI's time and effort is consumed by routine needs such as annually reviewing and approving the curriculum. Paradoxically, while these tasks leave**

little room for the CCI to engage in long-term curricular planning, they also make the CCI uniquely qualified to do so. The College may benefit from finding ways to integrate the expertise of the CCI with the long-term planning mission of the APC.

The Committee on Educational Research and Development (ER&D) supports curricular innovation, including developing new or experimental courses. (The work of the ER&D is discussed in more detail in Standard V.)

An additional source of curricular oversight is periodic evaluation of academic departments and programs by external visiting committees. While such visits have occurred at the College for some time, it is only recently that the College committed to having all departments and programs visited on a regular 10-year schedule. These visits present valuable opportunity for outside experts to review each department or program's curriculum and suggest changes that could strengthen course offerings, as well as its major and minor programs.

ACADEMIC STANDARDS AND SUPPORT

Since its last reaccreditation, the College has devoted considerable attention to academic standards and taken important steps to tighten standards with respect to grading, honors, and AP credit. While the College has high expectations for students, it is also committed to providing the necessary support to help each student meet those standards and realize her potential. **The College has a strong academic support network in place and is working to develop new ways to support students most at risk.**

Academic Standards

One issue at the core of academic standards is grade inflation. **Like many institutions of higher learning, Wellesley College experienced an upward drift in grades over the past 20 or more years.** This problem was raised at the time of our last reaccreditation, and in 2002-03 was identified by the dean's office as a matter of high priority. Two aspects of the problem were of particular concern. **First, the prevalence of A and A⁻ grades was rising, blurring the distinction between good and excellent work. Second, disparity in grading patterns across different disciplines was increasing, raising concerns about grading equity and about students' perceptions of their abilities and achievements in different fields.** During 2002-03,

grade inflation was the subject of study by the CCI, and was a topic of discussion within departments, at meetings of Academic Council, and among trustees. In response to grading data presented by the CCI, Academic Council passed a resolution acknowledging that grading patterns at the College were inconsistent with legislated grading standards as set out in the Articles of Government. With this resolution, Academic Council charged the CCI with proposing specific measures to address this inconsistency.

The CCI brought a preliminary proposal to Academic Council for discussion in December 2003 and subsequently drafted a formal resolution on grading and standards. The CCI opted for a resolution rather than a motion that would have put a numerical grading standard into College legislation. The resolution included the following elements: 1) that median course grades be added to student grade reports; 2) that the mean grade in 100- and 200-level courses be no higher than B⁺ (3.33); and 3) that the chair of CCI report to council each semester on the prior semester's grades. In discussions of this proposal at Academic Council in spring 2004, one question was whether courses in which instructors consistently failed to meet the grading standard should be converted to mandatory credit/no-credit. It was agreed that, while this policy would not be part of the formal resolution, the possibility would be taken up with individual instructors as needed by the dean of the college and chair of the CCI. Some concerns were expressed about interference with faculty autonomy in the matter of grades, and about the possibility that the new grading policy could harm students' chances of securing competitive fellowships or gaining admittance to graduate programs. Nonetheless, when a vote was taken, the resolution passed with the endorsement of nearly 90% of the voting members present.

As mandated, the grading policy was reviewed by the CCI in fall 2007 (after it had been in effect for three years), and the CCI's report was discussed at several meetings of Academic Council during 2007-08. **The CCI noted that the average grade at the College had fallen from 3.40 in fall 2003 to 3.28 in fall 2004 (the first semester that the policy was in effect), and had stabilized at about 3.3 since that time.** Interestingly, the average grade in fall 2002, before the College initiated serious conversations about grade inflation, was 3.47, suggesting that merely raising faculty members' awareness of the issue may have had a

beneficial effect. The share of A or A⁻ grades fell from 52 percent in fall 2002 to 37 percent in fall 2004 and has remained fairly constant since then. **The policy has reduced disparities across departments in grading patterns.** While the average grade in science courses (including 100, 200, and 300 level courses) remains lower than in humanities and social science courses (roughly 3.20 vs. 3.35), this difference is smaller than it was in the past. **In any given semester, about five departments have average grades in courses covered by the grading policy that exceed the 3.33 limit by more than a small amount (e.g., that are above 3.40). Most individual faculty members are in compliance with the policy as well.** There are only a handful of faculty who regularly exceed the limit. Faculty who are not in compliance with the policy are expected to provide an explanation to the CCI. In some cases where a faculty member was repeatedly not in compliance with the policy, the chair of the CCI has spoken to the faculty member about possibly converting the course to mandatory credit/no credit, and a few courses have been thus converted. In addition, a number of courses involving creative work have been converted to credit/no credit.

In response to concerns that the policy might have a negative effect on student outcomes beyond Wellesley, the CCI reported that data it had collected revealed no discernible effect of the policy on overall graduate school admissions. According to results of a faculty survey, faculty members viewed the policy as successful in a number of areas: 70 to 80 percent of respondents judged the policy had reduced grade inflation obscuring vital distinctions in performance, of grading practices that were inconsistent with legislation, and of inflated grades that undermined our credibility and reputation. More than 60 percent thought the policy reduced disparities in grades among departments and addressed the problem of students receiving misleading information about their abilities and achievement. Despite these positive outcomes, discussions with faculty and students revealed some continuing dissatisfaction with the policy. Some students believed the policy prevented them from receiving the grades they deserved, and some faculty expressed concern about increased competition among students, a loss of academic freedom, and a feeling that they had to “engineer” grades to meet the new standard. In spite of these concerns, the majority sentiment of the faculty was to leave the current policy in place. There was agree-

ment that the policy should not be legislated, as doing so would limit flexibility in making future changes. **The CCI will continue reporting to Academic Council each semester on the grades recorded in the prior semester. The CCI, the deans, and the Center for Work and Service will work together to communicate our standards and policies to recruiting companies and graduate institutions.**

The College has made other changes since our last reaccreditation to tighten academic standards. Some of these changes affected student honors, including first-year distinction and Latin honors awarded to graduating seniors. Until recently, students completing their first year with a GPA of B⁺ or better were awarded first-year distinction. The CCI and the Academic Review Board jointly brought a resolution to Academic Council in 2006–07 to eliminate first-year distinction. **The committees argued that this honor had become much less distinctive since half of first-year students receive the designation, and that it perpetuated differences in high school preparation and encouraged an early emphasis on grades at a time when students should be exploring the curriculum.** The resolution passed with overwhelming support from the faculty. The College has also moved to tighten standards for Latin honors, raising the GPA necessary to receive the *summa cum laude*, *magna cum laude*, and *cum laude* designations to 3.90, 3.75, and 3.60, respectively. **The share of students receiving Latin honors has dropped substantially as a result, from almost 80 percent in 2000 to approximately 30 percent in 2007.**

The College requires students to have a minimum GPA of 3.5 in the major to be eligible to participate in a departmental honors program. Departments are permitted to petition the CCI on behalf of students whose GPA falls slightly below this minimum. **The CCI has recently instituted procedural changes (including new deadlines for submission of petitions to CCI) to ensure all students enrolling in the honors program have met the College’s standards and are prepared to be successful in the program.** These include provisions such as requiring the department to certify that the student’s progress during the first semester of thesis work warrants continuing on to the second semester, and having a tenured member of the faculty from outside the department participate in the thesis defense.

Other measures to tighten academic standards include changes to policies governing the use of Advanced Placement (AP) credits to satisfy degree requirements. At the time of our last reaccreditation, students were allowed to use up to eight units of AP credit toward the completion of the degree. **The CAE argued that this policy was too generous for several reasons: it creates the false impression that courses taken in secondary school are equivalent to those offered at Wellesley; it creates inequalities between students who have had the opportunity to enroll in AP courses in high school and those who have not; and it encourages those students with AP credit to graduate in less than four years.** The CCI examined practices of our peer institutions and noted that a number allow no AP credits to be used towards satisfying degree requirements, while others allow a maximum of two or four units of credit. Recognizing that moving to abolish all AP credit would probably be too radical a change in light of the current policy, the CCI recommended that the College reduce to four the maximum number of units of credit that may be earned from any source outside of Wellesley (including AP exams, International Baccalaureate exams, and courses taken elsewhere). This recommendation was approved by Academic Council during 2004–05. At the same time, the College raised the minimum AP exam score necessary to receive college credit from four to five. During the 1999–2000 year, the College changed its AP policy to prohibit students from using AP credit to satisfy distribution requirements. The College also raised the minimum score on the SAT II language exams required to satisfy the foreign language requirement, from 650 to 690.

Another recent change relates to the date by which students are allowed to declare that they want to take a course on a credit/no credit basis (“credit/non”). Credit/non is Wellesley’s version of pass/fail, with the twist that students must earn a grade of C or higher to receive credit. Historically, students had until the eighth week of the semester to declare whether they wanted to take a course credit/non. Most faculty members believe that the primary purpose of the credit/non option is to encourage academic exploration and risk-taking by reducing worry about the letter grade the student would receive. **There was growing concern, however, that allowing students to declare credit/non relatively late in the semester was leading some to use it selectively in order to protect their GPA, including using it in courses taken for their major.** In 2002–03, Academic Council approved

a motion to move the credit/non deadline to the third week of the semester. In response to student dissatisfaction with the new policy, the deadline was subsequently (in 2007–08) moved to the fourth week of the semester, bringing it in line with the College’s add/drop deadline. The College still allows students to withdraw from a course until the last day of classes (a “WDR” will appear on the student’s permanent record), and it seems likely that option is used for GPA management. **Some questions remain about rationale for this late-withdrawal policy and about whether the policy is achieving its aims.**

The College recognizes that in order to protect the integrity of a Wellesley degree, we must be vigilant in our efforts to ensure students’ academic records represent their own honest efforts, untainted by intellectual dishonesty. The College’s honor code and general judiciary board are central to these efforts. **In 2003–04, an ad hoc committee reviewed the general judiciary board’s procedures and practices, and made recommendations about how the system could be improved.** (These changes are described in more detail in Standard VI.)

Academic Support

The College provides a strong network of academic support for its students. Each class is assigned a class dean who advises students, individually and as a class, about curriculum, degree requirements, course selections, and academic programs and policies; oversees students’ progress toward the B.A. degree; and assists students in using the educational opportunities available at Wellesley in ways that allow them to define and attain their intellectual and personal goals. The class dean counsels students in academic difficulty, works as a liaison between individual students and faculty and student support services, and interprets academic legislation.

A variety of academic resources are provided by the Pforzheimer Learning and Teaching Center (PLTC), established in 1992–93 and whose staff includes a faculty director and full-time director of programs. The PLTC has a dual mission: to help students maximize their educational opportunities and realize their academic potential, and to help faculty explore different methods of teaching and implement pedagogical innovations (the latter mission is discussed in Standard V). The PLTC employs more than 200 student tutors, including academic peer tutors

(APTs), department tutors, writing tutors, and public-speaking tutors. APTs are residence hall-based tutors who coach students on study skills and refer them to other academic support services as appropriate. Department tutors staff discipline-specific drop-in tutoring hours, can be assigned to a student at her request to provide one-on-one tutoring, and serve as attached tutors for some courses. Writing and public speaking tutors assist students with those specific skills. The PLTC also serves as one entry point for students who may have a learning and/or attention disability into the College's process for documenting and accommodating such disabilities; this process is overseen by the full-time director of disability services. In 2007-08, more than 200 students (primarily first-years) attended workshops run by APTs, and more than 1,000 students—41 percent of the student body—received tutoring by department tutors.

Services provided by the PLTC have evolved over time to meet changing needs of faculty and students. Since our last accreditation, for example, the PLTC has created the public speaking tutor program, retooled tutor training to increase effectiveness, and improved data collection efforts to allow department-specific tutoring data to be shared with faculty. An external review team evaluated the PLTC in spring 2006 and offered a number of suggestions that have helped in organizing and publicizing programs.

While the College aims to help every student to realize her academic potential, the evidence suggests that we are not reaching this goal in all instances. A 2005 report by the Academic Support Team, an ad hoc committee of faculty, staff, and administrators, found that there is a racial academic performance gap: On average, students of color receive lower grades than their white peers with comparable skills (based on measures such as SAT scores). The same performance gap has been observed at all institutions that have examined relevant data. Since this report was issued, findings have been discussed with faculty, student leaders, and administrators across campus. The College has been pursuing a number of projects and strategies to address the problem, including reviewing the structure and philosophy of multicultural programming and advising services on campus, working with leaders of student groups that represent minorities to encourage students to use College resources to help them in the pursuit of academic excellence, and introducing the Supplemental Instruction program (described below). Recent conversations at the College have also highlighted

the need to consider the potentially subtle ways in which assumptions and expectations on the part of instructors and students may contribute to the performance gap. In one recent effort to promote awareness of these issues, the College hosted a series of community-wide events to discuss stereotype threat. **On another front, the College recognizes that the success of our efforts in addressing the performance gap is linked critically to the success of our efforts in diversifying the faculty (see Standard V). In coming years, it will be a high priority to identify new initiatives to ensure that every student has the opportunity to reach her potential. We will pay close attention to those efforts implemented successfully at other institutions, and will continue to monitor our progress in reducing disparities in academic performance among our own students.**

The College has recently expanded its academic support offerings by implementing the Supplemental Instruction program (SI). SI is a peer-facilitated academic support program that aims to improve student performance by offering weekly review sessions for historically difficult courses. SI is an internationally recognized program implemented at more than 1,500 educational institutions worldwide. The College piloted the program in 2006-07, introducing SI in one biology and one chemistry course, and has subsequently expanded SI to include courses in physics and math. Although the relatively small number of courses and students participating in SI thus far makes it difficult to evaluate the program's impact, initial feedback suggests it may have a beneficial effect. **The majority of SI participants rates the program very highly and would recommend it to a friend. There has been a decrease in the number of students withdrawing from these courses since SI was introduced. SI instructors have commented that over the course of the semester, SI participants show strong gains in their ability to help each other. On the other hand, many SI participants continue to lack confidence in their ability to do well in science courses at Wellesley. In the coming years, the College will continue to expand the SI program to include more courses, faculty, and departments and to evaluate its impact. Oversight for the SI program is also being moved to the PLTC, embedding the program more squarely within the organizational structure of the College.**

The College has long recognized there may be students who face particular challenges in adjusting to the rigorous demands of a Wellesley education and need assistance (beyond the usual orientation program and academic support services) to facilitate making this transition. Prior to 2007, the program designed to meet this goal, the Scholastic Enrichment Program (SEP), was a voluntary four-week bridge program preceding the regular first-year orientation program. The last iteration was Pathways, a credit-bearing (0.5-unit) voluntary program intended to help students develop writing, quantitative, and computer skills; establish relationships with peers and faculty; and receive early assistance with academic advising and study skills. The students invited to participate in Pathways included first-generation college students and students from disadvantaged high schools. **The academic success of Pathways was constrained by the fact that participation was limited to a two-and-a-half week period. Moreover, the program took place during late summer when most academic resources (e.g., tutoring) are not available. There was little evidence that the effect of this program carried over into the first year or that it markedly improved academic performance, at least as indexed by GPA.**

For these reasons, the College recently created a program absorbed into the academic year with no summer component. The Wellesley Plus program enrolls 24 students using the same criteria for invitation as for the former summer programs. Unlike those programs, students are eager to sign up for Wellesley Plus. Students in the program are advised by two first-year mentors and grouped into two Writing 125 courses taught by faculty who have experience with underconfident writers. The regular writing class meetings are supplemented by weekly labs taught by IS staff that introduce students to sophisticated technological and library research tools tied to their writing paper topics. Additional programming overseen by the dean of students' office introduces students to a range of resources on campus and encourages them to be intentional about their academic experience. **In the future we will try to keep the Wellesley Plus group together for one or more courses in the spring semester, preferably those with quantitative content. Although it is too early for a full evaluation of the new program, we are pleased with the outcome of the first year:**

Wellesley Plus students developed the same kind of group identity that emerged during the summer retreat program, an identity that supported them through their first year; moreover, none of these students were “flagged” for academic difficulty by their instructors or class dean. We believe the Wellesley Plus model can be used with a larger group of students and has many advantages over the summer bridge model. Over the next three years, as we are able to collect additional data about students' academic performance over time, we will systematically evaluate the effectiveness of Wellesley Plus.

LEARNING OPPORTUNITIES BEYOND THE CLASSROOM

In recent years, there has been a growing appreciation of the important role that students' experiences outside of the classroom play in their Wellesley education. These experiences include student-faculty research, sponsored internships, and cocurricular activities on campus. These pursuits are sometimes referred to jointly as “experiential learning.” International education and Wintersession courses abroad combine traditional course-work with experiential learning; they are discussed at greater length in the next section. An in-depth study of the Class of 2006 examining student participation in experiential learning opportunities found that 59 percent had participated in an independent study or conducted research jointly with or under the supervision of a faculty member, while 22 percent had held a College-sponsored internship. A broadly diverse group of students received funding for internships, research with faculty, and Wintersession experiences. Overall, African American/Black students were most likely to receive funding (81 percent). By discipline, students in the sciences were most likely to receive funding (57 percent); followed by students with interdepartmental or individual majors (51 percent); the humanities (49 percent); and the social sciences (44 percent). Those students receiving the most financial aid from the College were selected more often than others to receive funding. **Some experiential learning activities are better connected to the curriculum than others; we would like to find systematic ways to integrate these activities with aspects of the traditional academic program.**

Student Research

Options available to students for structuring an independent study have increased significantly since our last reaccreditation. In addition to the Independent Study course offered for one credit at the 300-level (350), we have introduced a 200-level version of that course (250) as well as half-unit versions of both (250H and 350H). Senior thesis work continues to be designated 360 in the first semester and 370 in the second. Over the past five years, the number of elections of all these types of research for credit has averaged more than 500 per year. In some departments, the difference between 250 and 350 is quite clear, with particular prerequisites or number of courses in the department required for each. In others there is no obvious distinction. **The CCI regularly asks departments to explain what distinguishes 250 from 350 in their field, but there is still confusion on this issue among students and some faculty.**

The percentage of students carrying out research for a senior honors thesis has remained constant at about 20 percent. As discussed in the section on Academic Standards, the CCI has recently put into place administrative procedures to ensure students accepted into the honors program are able to complete their theses successfully. The College-wide GPA requirement (3.5 in the major above the 100-level) has not changed, although some departments have imposed more stringent requirements. Fellowships of \$2,000–3,000 are available on a competitive basis to support thesis research. Students who do not receive the fellowships can apply for smaller amounts of funding from the dean's office, and all students doing research in the sciences have funding for supplies through the College's Howard Hughes Medical Institute (HHMI) grant. There are also funds available through the dean's office and Science Center to send students or student-faculty teams to professional meetings to present their results.

The honors program is periodically criticized for linking honors exclusively to research. Although a few departments offer honors by alternative routes, including exam or collection of essays, in most majors the thesis is the only route to honors. Some faculty feel that there should be recognition of excellence in grades, even if the student does not complete a thesis. Others feel that all students should have the opportunity for a thesis even if their grades do not allow them to be in the honors program. Thus far,

chemistry is the only department to offer a non-honors thesis course. It has not existed long enough for its effect to be evaluated.

Aside from research for credit, students have many opportunities to participate in collaborative research with faculty. There is an extensive summer research program in the sciences (approximately 70 students carry out research in the Science Center each year, and others are supported for off-campus research) and a similar and growing program in the social sciences. Students are supported with stipends and housing allowances, as well as research supplies where appropriate, by major grants from NSF-REU, HHMI, Sherman Fairchild, and many other internal and external sources of funding. The summer programs involve more than a research project; the schedule includes weekly meetings for presentations by faculty and students, outside speakers, field trips, career and graduate school panels, and a final poster session, as well as social events. Other paid research experiences include a competitive sophomore work-study program and the Mentoring in Sciences Program, which has been supported by the College, HHMI, and AT&T since 1994 when it was instituted to increase the retention of students of color in the sciences.

Students also benefit from the research opportunities available through the College's Child Study Center (CSC) and the Wellesley Centers for Women (WCW). The CSC is directed through the psychology department and serves both as a preschool and laboratory for early childhood research. The WCW includes: 1) The Stone Center for Developmental Services and Studies, which sponsors research on women's psychological development and the prevention of psychological problems; and 2) The Center for Research on Women, which conducts scholarly and policy-oriented research on a range of issues related to women's experience. These centers provide a wide range of student research opportunities and internships.

Wellesley has participated in several studies on the benefits of undergraduate research (Seymour et al., Lopatto et al.). **Given the learning that occurs in the research setting—both content and skills, as well as increased confidence and clarity in career path—should we require a research experience of all students? Would new resources (such as giving faculty members course release units for supervising**

research) be needed to make this possible? At present, Chemistry is the only department to have a research experience as a requirement for the major.

One of the skills students gain in research is communicating their results to peers and faculty. We have formalized this opportunity with an annual celebration of student achievement: the Ruhlman conference. This event was new at the time of our last reaccreditation (first held in 1996–97), and is now an established and valued tradition. Student presentations take many forms: short talks, panels, poster, performances, and exhibitions, and are done at the level of a professional society meeting.

Internships

In the past decade, Wellesley has expanded its support for student learning through internships. In a given year, Wellesley funds more than 300 students to participate in internships through the Center for Work and Service and various academic departments. The internship program includes funding for students to work in most fields throughout the United States and more than 33 countries. Approximately 40 percent of funded internships are international; our greatest concentration is in East Asia, but in recent years the College has established programs in Africa and South Asia. These experiences are highly competitive, and student demand is far greater than our current ability to award funding. A growing number of these internships are service-oriented, reflecting recent efforts on the part of the College to integrate service with its academic mission.

There is always some tension around the role of experiential learning, especially internships, in liberal arts education. The faculty is divided on this issue, with some arguing Wellesley should build on its strength in this area and long history of preparing women for leadership roles by guaranteeing every student a funded internship during her time here; and others making the case that supporting internships promotes an unhealthy focus on careerism over ideas and a premature engagement with the world.

Integrating off-campus experiences with academics is crucial to ensure that these experiences contribute to students' educations in an intellectually meaningful manner. To date, we have largely defined the role of internships as augmenting student learning. In 2001, we instituted the Tanner conference, a full day of student presentations and roundtable discussions

that provides opportunities for students to discuss the relationship between their internships, international education, and other off-campus experiences and their academic study. In fall 2008, over 200 students presented at Tanner; each student was advised by a faculty member and was grouped with other students reporting on a related topic. **Through this design, we deepen the learning of students who have participated in internships while extending that learning to all members of the community. Both the Tanner and Ruhlman conferences have been sought after as models for our peer institutions.**

Physical Education, Recreation and Athletics (PERA)

The College considers participation in physical activity as an essential component of a liberal arts education, and includes it as a degree requirement. Such activity represents an important part of “learning outside of the classroom,” and can help students hone qualities of discipline, commitment, and teamwork that will serve them well in all academic pursuits. The role of PERA in undergraduate life is discussed in greater detail in Standard VI.

LEARNING OPPORTUNITIES BEYOND THE WELLESLEY CAMPUS AND BEYOND THE SEMESTER

The College offers students many opportunities for educational experiences off-campus and outside of the standard semester, including international education, courses at other Boston-area institutions, Wintersession, and summer school courses. **All of these offerings have been expanded in important ways since our last reaccreditation.**

Nearly half of all Wellesley students spend a semester or year studying abroad. International education is an essential element of some majors, particularly languages and those with a global focus. Since Wellesley's last reaccreditation, we have made major changes to the international education office and policies. One such change was hiring a full-time director of international studies in 2004. The College maintains a list of approved study abroad programs and considers students' applications to attend other programs on a case-by-case basis; the presence of a full-time director has made approval of programs much more rigorous and straightforward. A second important change was institution of a home-tuition policy in fall 2006. This policy allows students to take

their financial aid abroad, enhancing international study opportunities for students on financial aid. A third change has come from an increased focus on ways to better integrate students' international study experience with their Wellesley education. In 2007–08, a new FirstClass conference, "Wellesley in the World", provided students with a virtual space to share their study-abroad experiences. In fall 2007 a "homecoming" dinner was held for students across all departments who were returning to campus after a year or semester abroad. This event not only gave students opportunity to discuss their experiences with faculty and peers, but also helped them to make the transition back to campus life.

As with other forms of experiential learning, international education provides opportunities and raises questions. Should every student go abroad? If we encourage study abroad, how can highly sequenced majors be accommodated? If every student does not study outside the United States, what other mechanisms can we provide to immerse students in another culture? In what other ways can we promote effective integration of study-abroad with on-campus learning experiences? Ongoing conversations about sequencing of majors and the multicultural requirement will inform our thinking about the role of international study in a Wellesley education in the coming years.

One of Wellesley's natural advantages is its Boston-area location. The College has been fortunate to establish special relationships with a number of local colleges and universities, expanding course offerings available to our students. Wellesley has a long-standing cross-registration program with MIT. This program continues to provide students important access to courses in urban studies, architecture, and other fields not offered at Wellesley, as well as access to advanced undergraduate and graduate courses in math and science-related fields. Wellesley students may participate in MIT's Undergraduate Research Opportunities Program. Wellesley students also have the opportunity for cross-registration at Brandeis University and Babson College. The number of cross-registrations is small, but again important for the specific fields of study. **The CCI reviewed the College's existing relationships with other local schools during the 2005–06 year and reaffirmed they are an important part of our academic program, and that no major changes to the relationships were needed at the time.**

One of the ways Wellesley has expanded its offerings since the last reaccreditation is through a unique, collaborative relationship with the Olin College of Engineering. Since 2005–06, Wellesley students have been eligible to cross-register for courses at Olin College. Students are now able to earn certificates in engineering from Olin College by completing a selected number of Olin and Wellesley courses with a concentration in engineering design, materials engineering, mechanical engineering, bioengineering, electrical and computer engineering, or engineering systems. There are many more Olin students at Wellesley than vice versa. The Olin faculty and administration see as part of their mission to increase the number of women in engineering and are eager partners with us in developing new mechanisms to accomplish that goal. There is an active Wellesley-Olin committee, which has been instrumental in implementing the certificate program. Olin faculty teach or co-teach courses on our campus and have consulted with us on creation of our Introduction to Engineering course and facility. **In the coming years, we will continue to assess and refine this relationship to ensure it is as productive as possible for both institutions.**

Wintersession is a three-week term in January. The College typically offers six to seven off-campus courses each Wintersession. These courses are part of the regular curriculum, submitted by departments and reviewed by the CCI, but must also be approved by the dean's office each time they are proposed. The cost of these programs is high because students' full financial need is met, so the College limits the number of trips each year. Many of the foreign language departments regularly offer a Wintersession course; those in Italian and German have been allowed to run every year because they are so essential to the departments' programs, while those from the larger language departments generally run every other year. Other popular repeating programs are the Peace & Justice course in India, the History course in Morocco, and Tropical Ecology in Belize. In addition to off-campus trips, a limited number of on-campus courses are offered during Wintersession, which are also part of the regular curriculum. **The CCI has struggled with how much credit to award to Wintersession courses, questioning whether students can learn as much in a three-week course (however intensive) as in a semester-long course.** In general, courses receive a half unit of credit unless they are also offered during the regular semester and thus demonstrably cover a full semester's worth of material.

Wellesley's summer school began in 1999 as a way to use the campus profitably and in a way appropriate to the College's mission during the summer months. The summer school is a co-educational program open to all college students (including Wellesley students), college graduates, and qualified high school juniors and seniors. There are two sessions each summer, each four weeks in duration. All courses offered exist in the regular catalog or are approved by the CCI, and only Wellesley faculty (whether tenured/tenure-track or on term appointment) teach in the summer school. The summer school plays an important role for Wellesley students who want to accelerate or those in academic difficulty who need to make up units or improve their GPAs, since grades for these courses are averaged into the GPA, unlike those at other institutions. Regular financial aid does not apply to summer school, although there is a limited pool of aid available. Faculty are generally reluctant to teach summer school, either because they use that time for their own scholarship or because they think four weeks is too short a time to teach a full course. **The College administration will need to decide how integral summer school is to the academic program and what resources to devote to it. Different decisions should be made depending on whether summer school is seen as a service to our own students or a money-making venture.**

ASSESSMENT OF STUDENT LEARNING

Assessment Practices and Plans

Since our last reaccreditation, the College has examined more closely how we assess student learning at the course, major, and college level. **We are committed to promoting a culture of assessment, in which departments and programs and the College as a whole reflect on our goals for student learning, assess whether students are meeting these goals, make changes in response to identified weaknesses, and evaluate the effectiveness of these changes. In many of our academic programs, this cycle of assessment is an integral part of the program's operation; in other programs the development of assessment techniques and strategies is at an earlier stage. (See E-series Form in Appendix.) We propose new data collection efforts, detailed below, to ensure that we are assessing student learning consistently and comprehensively in the coming years.**

One important source of information is data collected by the Office of Institutional Research (OIR). A relatively new entity at the time of our last reaccreditation, the OIR has expanded the scope of its efforts over the past 10 years. In addition to compiling institutional data, the OIR conducts surveys of current and former students about all aspects of their Wellesley experience. **Although these data do not provide direct measures of student learning, they provide valuable indirect evidence used by departments and programs to evaluate the effectiveness of their curricula, and by the College to compare the experiences of Wellesley students to those attending peer institutions.**

At the individual course level, student learning is evaluated by traditional means—exams, papers, presentations, and so forth. Because of the small size of our classes (with an average of 16 students), our faculty know our students quite well, and evaluate their work closely. Student performance on course work provides valuable information to faculty about whether their goals for student learning are being met. Information about students' own perceptions of their learning often comes from student evaluation questionnaires (SEQs) on which students are asked to identify those aspects of the course that are valuable and those that need improvement. **Many faculty use feedback from SEQs to make improvements to their courses. For all faculty, information from SEQs is made available to committees charged with evaluating faculty performance, including the departmental Reappointments and Promotions committees, the Committee on Faculty Appointments, and the Advisory Committee on Merit.**

Assessment of student learning in the major was a significant focus of the Committee on Academic Excellence (CAE) in 2003–04. The CAE asked every department and program to articulate the knowledge, qualities, and competencies every major should possess at graduation; to assess their department's strengths and weaknesses with respect to this goal; and to describe evidence upon which this assessment was based. The CAE noted that each department displayed an impressive ability to speak well about the knowledge and skills that an accomplished undergraduate major in the department should possess. There was a great deal of commonality across departments in the skills described, including critical thinking; clear and convincing oral and written expression; the abilities to weigh evidence, to analyze

data, and to make arguments. Several themes emerged in response to questions about strengths and weaknesses of the major. Larger departments were more comfortable than smaller ones with the depth of coverage they were able to offer majors. Some departments expressed desire to institute a more intellectually robust major (with more course requirements, more difficult material, etc.) but were concerned about potential negative impact such changes would have on enrollments or numbers of majors. While some departments saw flexibility as a strength of their major requirements, others thought the path through the major could benefit from more structure and coherence. **The CAE expressed concern, however, about the evidence upon which these assessments were based. Most departments did not address the question of assessment. Of those who did, many noted external validation of their work in terms of graduate school acceptances or fellowship awards; some cited informal contacts with alumnae; a few referred to reports from external visiting committees; and a few offered comparisons with students at other institutions or with those institutions' programs. The CAE judged that, overall, the responses did not present a compelling picture of thorough self-assessment on the part of departments.**

A survey of all departments conducted in spring 2008 indicates an increase in departments' use of assessment tools (outside of student performance in courses) to evaluate student learning. (See E-series form in Appendix.) A majority of departments indicated that they use data from OIR—including in-depth senior exit interviews (administered to roughly one-quarter of each graduating class), senior surveys (completed by approximately 70 percent of each graduating class), and alumnae surveys—to evaluate the effectiveness of their curricula. In departments in which course-work is highly sequenced, student preparedness for advanced courses was cited as a measure of the effectiveness of earlier courses; several departments described changes made in lower-level courses as a result of evidence that such preparation was not sufficient. A few departments evaluate student portfolios or have juried reviews of student performances. A number of departments cite student success in completing capstone courses, independent research, and senior honors theses. Students who conduct senior honors theses (typically 20 percent of undergraduates) are required to complete an oral exam at the end of the year with a committee consisting of the student's advisor, two other members of the

department, and a faculty member from outside the department to represent the CCI. The College now allows visitors from outside the College to serve on students' honors committees, providing an external element to this review process. Departments also noted conference presentations by students (either on campus or in professional venues) both as evidence of student accomplishment and as an opportunity for public evaluation of such accomplishment. A few departments and programs have taken aggressive steps with regard to assessment, instituting a regular and systematic review of core courses (with student input), blind evaluation of student work, senior focus groups, or department-specific senior surveys. Other indicators used to evaluate student learning are student authorship on peer-reviewed publications; scores on graduate school admissions tests (e.g., GRE, MCAT); graduate admission rates; and student success in obtaining competitive internships and spots in international education programs. **While it is clear there is increased attention to assessment of student learning at the departmental level, it is less clear how systematic such assessment is, and how systematically it is used to make changes to enhance student learning outcomes.**

The College has regularized a 10-year external review cycle of academic departments and interdepartmental programs. **Although these reviews do not focus on student learning, a number of departments have cited this process (especially their preparation for the evaluation) as an occasion to consider data relevant to student learning outcomes and to make curricular adjustments to address weaknesses in their programs.**

During the course of our self-study, information about assessment practices in different departments has been shared across the College. **This dissemination has been valuable in a number of ways: first, it has made clear that there is (and needs to be) a great deal of variability across departments in how student learning is evaluated; second, it has increased faculty awareness of ways in which assessment techniques have been effectively employed in other departments; and third (by extension) it has offered faculty new ideas about assessment approaches that would be effective in their own departments. Beyond assessment that occurs at the time of an external review, however, evaluation of student learning outcomes has typically taken place informally among faculty within departments, and has occurred at varying time intervals across departments.**

The College is currently exploring ways to formalize these processes so that they occur with predictable frequency and are tied to consultation with colleagues outside of the department. Two proposals have been put forward. The first is to make assessment of student learning an explicit component of the external review process mentioned above. Under this plan, departments would be asked to present to the visiting committee the data that they have collected about student learning and the changes that they have made in response to that information. The visiting committee would be asked to evaluate the adequacy of the department's assessment and actions. For some departments, this process would not require new sorts of information to be collected, but would require such information to be collected more systematically than it has been in the past. For other departments, this process would require new practices with regard to assessment. The primary concern with this proposal is that the external visiting process is already quite onerous (both for the visiting committee and for the department/program undergoing review), and that the process would be over-taxed with the addition of this requirement. A second proposal is to tie departmental assessments of student learning outcomes to the three-year rotation of department chairs. In consultation with the dean's office, a new chair would make a plan about the nature of the assessment that would be conducted over the next three years. The Pforzheimer Learning and Teaching Center would catalog the approaches used across departments in this process, and would aid departments in identifying those assessment tools and practices that are most effective for their discipline. As with the former proposal, however, there are some potential problems with this one. There are many pressures and demands associated with the first year of a new chair's tenure, and it may be overly optimistic to think that an ambitious assessment project could be added to their responsibilities early in their tenure. Further, some chairs serve less than a three-year term. **We will continue working to develop a plan to regularize assessment practices at the department level, and could benefit from the experience of peer institutions in evaluating what approach would work best.**

Assessing the overall impact of a Wellesley education, rather than that of a single course or major, may present the biggest assessment challenge. While the College can point to many markers of achievement by our alumnae, such as graduate school acceptances

or career success, we know that our students are very talented and hard-working when they arrive on campus, making it difficult to identify the value-added of the Wellesley education per se as distinct from achievements these students would have realized even without their education here.

With full awareness of the challenges therein, the College has recently begun to develop a new approach to assessing the long-term impact of a Wellesley education. Realizing the value of an undergraduate education may be experienced differently at distinct life stages, we are developing a survey that will enable us to evaluate those effects among our alumnae. In June 2008, members of the reaccreditation steering committee held a focus group with the Wellesley College Alumnae Board to obtain feedback about what areas of inquiry would be most effective in an alumnae survey. We asked board members to reflect on what they had gained from their Wellesley education (and by what means); how their education had affected their lives; how those effects had changed over time; what Wellesley had done well; what Wellesley could have done better; and what had been missing from their Wellesley education. This work is still in the early stages; for example, we have not yet determined whether this data collection effort should take the form of questions added to an existing alumnae survey administered by our peer institutions or whether we should develop an entirely new survey instrument. **We expect that over the next few years, we will continue our work on this project and begin to collect data, which can be used to complement the data on student learning we collect from current students.**

What have we learned about student learning?

We have completed form S2 in the S-series ("Other Measure of Student Achievement and Success"; see Appendix). As indicated in the first question on page S2, a large majority of seniors who apply to graduate or professional school are admitted, and a large majority are admitted to their top choice. While we are pleased with our students' success, **we note that a relatively small percentage of students (20-25%) apply to graduate school before they leave Wellesley.** We are as interested in the long-range success of our graduates in admission to graduate/professional school, but those data are available only for selected classes surveyed beyond their undergraduate years, and only for those graduates who choose to respond to such surveys. We have also provided data on form

S2 about our students' post-graduate pursuits, but we have not found those data particularly helpful in evaluating whether we are achieving our educational goals. **If we are successful in our mission, our graduates go on to be lifelong learners, have the tools to think clearly and critically about issues that matter to them, are able to express themselves clearly and persuasively, have regard for the well-being of others and a respect for diversity, are able to adapt to change and meet new challenges, and make positive contributions to their communities.** We do not believe that success of this sort is tied to a particular occupation or pursuit and therefore do not find it useful to evaluate our success in terms of the specific choices that students make about their post-graduate pursuits. We focus instead in this section on other data we have used to evaluate our success in achieving our educational goals for students. As described below, these data have shaped major academic initiatives over the past ten years.

Insights about the strengths and weaknesses of our academic program have come from annual surveys of the senior class and alumnae surveys administered every 3–5 years. **Consistently over the past 7 years, over 90 percent of seniors have reported that they are “generally satisfied” or “very satisfied” with the following aspects of their major: intellectual excitement, quality of instruction, opportunities for class discussion, and availability and helpfulness of faculty outside of the classroom. Wellesley compares quite favorably to a cohort of approximately 30 peer institutions on these measures, scoring above the median (and usually at the top of the range) on nearly every aspect of the academic experience (2006 senior survey).** These data suggest that the College's commitment to building and maintaining an excellent faculty of dedicated teachers is paying dividends.

There have been areas of the academic program in need of improvement, however, and feedback from students has helped us to identify those areas. For example, data from the 2006 senior survey indicated that satisfaction with the availability of research opportunities was lower (on average) at Wellesley than at peer institutions. As discussed previously, the opportunity for independent research experiences at Wellesley has increased dramatically over the past several years with the addition of 250, 250H and 350H to the curriculum, with the expansion of the summer research program within the sciences, and with the extension of that program to the social

sciences. **In this context, it is surprising that satisfaction with the availability of research opportunities was not higher in the 2006 survey.** It is possible that the demand for research opportunities is greater than we have been able to meet; alternatively, because some of the increases in such opportunities are relatively recent (for example, some departments have only recently added 250, 250H and 350H to their curricula), it is possible that those changes have not yet had their impact. As discussed below, one of the proposals from the Academic Planning Committee is to increase the availability of faculty/student research opportunities; we are hopeful that these changes will allow us to provide such opportunities for all interested students.

One of the reasons we continue to be deeply invested in promoting faculty/student collaborative research is that we have considerable data that speak to the benefits of such experiences. With support from the Howard Hughes Medical Institute, Wellesley has conducted (or has participated in) a variety of studies examining the effects of such research experiences. Surveys are regularly administered to students at the conclusion of the summer research program in the sciences, and in one instance were administered to alumnae of this program. OIR also conducted a survey of students in “research-like” courses to explore whether the benefits of independent research can be realized in the context of the curriculum. The results from all of these studies are clear and consistent: Independent (or collaborative faculty/student) research experience is associated with a host of benefits. In addition to mastering complex instruments and procedures, students report that they gain in discipline, creativity, patience, organization, and persistence in the face of setbacks. Their research experience gives them insight about how scientific knowledge is constructed, helps them to think more analytically and express themselves more clearly, and instills confidence in their scientific ability and pride in their accomplishment. We were heartened to discover that many of these gains are realized in research-like courses as well as in independent projects. **Findings such as these have been central in our decision to prioritize the support and expansion of student research opportunities.**

Academic advising has also been a focus of attention. Results from senior surveys over the past seven years indicate that students are largely satisfied with major advising (with 78 percent reporting that they were “generally satisfied” or “very satisfied”). Nonetheless, closer examination of the data reveals marked variability in satisfaction with major advising across departments and programs, with percentages as high as 100 in some departments/programs and as low as 50 in others. Lower levels of satisfaction tend to occur among students majoring in interdepartmental programs. The College has taken steps to enhance interdepartmental programs, described in this Standard and in Standard V (for example, appointing faculty directly to those programs), and we expect that these changes will strengthen academic advising for students in those programs. The major advising system has also been modified to allow students to declare a major in the fall (rather than the spring) of the sophomore year, and to require a fall declaration of all students planning to study abroad during the junior year. **We are hopeful that these changes will facilitate curricular planning for students.**

Pre-major advising has also been a matter of concern. The 1998 senior survey indicated that only 38 percent of students were generally or very satisfied with pre-major advising, and in 1999, a committee charged with evaluating the first-year experience highlighted pre-major advising as an area in need of attention. In response, the College reorganized the first-year advising system so that first-year students selected an advisor from among their first-semester instructors. **This change was associated with a marked improvement in student satisfaction with pre-major advising:** In senior surveys, the percentage of students who reported being generally or very satisfied with pre-major advising rose from 38 in 1998, to 45 in 2000, to 53 in 2001, to 73 in 2004. In 2006–2007 student satisfaction with pre-major advising was somewhat lower (61–62 percent), and there were other concerns (discussed in Standard V) about flaws in the advising system. A new system put in place in 2007, and described in detail in Standard V, addresses these concerns by providing students with an advisor prior to matriculation and by insuring that academic advising bridges the gap between the end of the first year and the point at which a student chooses a major. **We will monitor student feedback about the effectiveness of these changes. We also plan to conduct a survey of faculty advisors in spring 2009 to evaluate the first two years of the new program.**

Data from alumnae surveys indicate that Wellesley alumnae have credited the College with contributing to their intellectual development in many areas. In a number of instances—including acquiring new skills independently, writing effectively, synthesizing and integrating ideas and information, formulating creative original ideas, appreciating art, literature, music and drama, placing current problems in historical perspective, and acquiring a broad knowledge of the arts and sciences—Wellesley’s contribution has been well aligned with the perceived importance of the skill in later life. In oral communication, however, Wellesley’s contribution has not always been commensurate with importance in later life. For example, in surveys of 11 classes that graduated between 1971 and 1999, approximately 85 percent of alumnae indicated that the ability to communicate well orally was very important in their lives since college (a rating of five on a five-point scale), but only between a quarter and a third indicated that Wellesley had contributed a great deal to the development of this skill (a rating of five on a five-point scale). In 1997–1998, a specific program to help students with oral communication skills was established at the Pforzheimer Learning and Teaching Center. The program focused initially on oral presentation skills, but expanded coverage over the next several years to include speaking up in class, using Powerpoint to enhance presentations, leading a class discussion, coping with public speaking anxiety, and preparing for presentations at the all-campus Ruhlman and Tanner conferences. This program provides the opportunity for instructors to have a public speaking tutor “attached” to their courses; **the number of courses with attached tutors has increased over the past 10 years, from approximately 15 at the inception of the program to over 40 this year.** Anecdotal feedback from instructors suggests that the program has led to marked improvements in the quality of students’ oral presentations. A survey to assess the effectiveness of the program is currently being developed and will be distributed to faculty, students, and public speaking tutors in spring 2009. As mentioned above, the public speaking program provides assistance linked not only to courses, but also to student organizations and to public-speaking events on campus, such as the Tanner and Ruhlman conferences. **Indeed, the establishment of two annual student conferences has been credited with providing important opportunities for public speaking, and provides a basis for departments to evaluate their success in instilling**

strong oral communication skills. The PLTC has also organized workshops in public speaking for all students involved in summer research programs. These intense 2–3 days workshops bring an outside consultant to campus to help students hone their skills in making clear and persuasive public presentations of complex material.

One measure of the success of our academic programs is the degree to which students are well-prepared for graduate or professional school. **Surveys of seven classes who graduated between 1971 and 1999 indicate that the great majority of our students feel well prepared for graduate school compared to other students in their graduate programs.** In general, no more than 10% described themselves as inadequately or even just adequately prepared. However, whereas three quarters of the alumnae from the 1970s said they were “very well prepared” (instead of simply “generally well prepared”), that fraction dropped in the 1980s and 1990s to two thirds. Those who were most likely to report less than ideal preparation tended to be in more quantitative fields.

A closer look at qualitative responses from alumnae in the classes of 1995 and 1999 highlighted strengths and weaknesses in preparation for graduate work. Regardless of whether they went on in their undergraduate field or changed fields, the alumnae almost uniformly felt that they had been very well prepared—usually better than their graduate school classmates—in writing, analysis, research skills, critical thinking, leadership, and sensitivity to diversity. Some students, particularly those who graduated in 1995, felt that their oral communication needed strengthening (see discussion above); others felt that they were not accustomed to devising their own ideas for independent projects. Students going on in the sciences sometimes felt at a disadvantage for not having had upper level courses in specialized areas or extensive quantitative training. Students going on in economics and political science also tended to feel less prepared than some of their classmates in quantitative areas such as statistics and modeling. Those going on to MBAs felt at a disadvantage in the areas of finance, accounting and teamwork, but very strong otherwise. Others, particularly those going on in more applied fields such as public health, public administration, architecture, or international relations, would have liked more emphasis on application of theories and more internship opportunities.

We are optimistic that a number of these issues have been addressed in the intervening years. With the entry of the class of 2001, a more rigorous curriculum was put into place. Among other things, the new curriculum includes a distribution requirement in mathematical modeling and problem solving in the natural sciences, mathematics, and computer science, as well as a quantitative reasoning requirement that involves at least one unit (and for some students two units) of coursework. The internship program has expanded dramatically over the past 10 years, and opportunities to conduct research with faculty have increased as well. **We believe that all of these changes (described in more detail earlier in the standard) strengthen the academic experience of our students and will provide stronger preparation for post-graduate pursuits.** We anticipate the results of the next alumnae survey (planned for 2009) to measure our progress in this area. We plan to administer this survey to all classes that graduated between 1995 and 2004, with the hope that the sample yielded from such a large cohort will provide comprehensive feedback about the effectiveness of our educational practices over the past ten years. Unlike prior surveys, the 2009 survey will allow specification of the respondent’s specific major (rather than simply allowing for a description of the broader category of the major), and will include a range of questions about how well students’ undergraduate education prepared them for their employment experiences as well as their post-graduate educational experiences. **Answers to these questions will provide important feedback to departments and programs about their effectiveness in preparing graduates for their lives after Wellesley and will point to areas in need of improvement.**

In the context of our examination of the multicultural requirement (described earlier), we have found particularly interesting our survey data from currently enrolled students and alumnae on student experiences with diversity and multiculturalism. We examined these data with an eye toward evaluating the role of diversity in promoting the development of intercultural skills, and examining what other benefits might be associated with increased interaction with diverse others. We found that overall, 40–60% of alumnae report substantial interactions during their undergraduate years with people unlike themselves in race/ethnicity, national origin, religion, economic background, and political views, and that similar percentages felt that the College should place a great deal of emphasis on creating a racially and ethnically

diverse student body. More recent Wellesley classes had more interactions with diverse others than did earlier classes, and they correspondingly give the College more credit for helping them develop the ability to relate well to people of different races, nations, and religions. Students and alumnae who report more interaction with others unlike themselves also report more rethinking of their beliefs and values. For example, compared to students who reported no substantial interaction with groups of people unlike themselves, those students who reported substantial interaction with four or more groups were more likely to report that they had rethought their political beliefs and values (65% vs. 48%), their religious beliefs (53% vs. 26%), their beliefs about the nature of humans or society (78% vs. 65%), and their beliefs about other races or ethnicities (75% vs. 57%). Interestingly, the gains associated with increased interaction with diverse groups extend beyond a rethinking of one's beliefs and values: Students who had substantial interaction with four or more groups of students unlike themselves (compared to students who had none) were more likely to report gains across their four years in college in their ability to write effectively (90% vs. 68%), to communicate well orally (86% vs. 64%), to acquire new skills/knowledge on their own (85% vs. 68%), and to plan and execute complex projects (87% vs. 62%). As with all correlational findings, these data do not provide clear indicators of causal relationships and so must be treated with caution. **They do suggest the possibility, however, that the experience of diversity and multiculturalism during one's undergraduate years may be associated with a broad range of positive learning outcomes. Such data inform and enrich our deliberations about how to move forward as we reconsider the College's multicultural requirement.**

The Academic Planning Committee has used a variety of sources of evidence about student learning in its deliberations. The committee itself conducted surveys among students and faculty to assess the impact of first-year courses and of collaborative faculty-student research projects on students' learning experience. They reviewed survey data from OIR about enrollment patterns and student satisfaction with their academic experience; findings from the Committee on the First Year at Wellesley; results from the admissions office about incoming students' perceptions of the liberal arts; preliminary findings from the New England Consortium on Assessment and

Student Learning (described below); and data from the National Survey of Student Engagement. In considering these findings, the APC drew also on published research exploring the factors that contribute to students' perception of the college environment, their engagement with the academic life of the college, and their critical thinking abilities. Thus, multiple sources of evidence have influenced (and continue to influence) the committee's proposals. Recognizing the critical role that the first year plays in shaping a student's attitudes and expectations regarding her intellectual life in college (and noting that our own institutional data suggest a low point in satisfaction at the end of the first semester at Wellesley) the APC has focused particular attention on academic initiatives that might enhance the quality of that early experience. **One proposal is to establish the infrastructure for a broad and rich first-year seminar program to provide more opportunities for the effective learning experiences that are taking place in current first-year courses. Yet another proposal (which is not associated exclusively with first-year students) would create new resources and incentives for faculty to provide individualized instruction (e.g., collaborative research opportunities) for students. These proposals generated much discussion at the APC's all-faculty retreat in December 2008, and are currently under revision. We plan to take action on these initiatives by the fall of 2009.**

The discussion above highlights some of the ways in which data about student learning and students' academic experience have shaped academic initiatives at the College. **In the process of conducting our self-study, however, we noted some pertinent questions for which we did not have ready answers. For example, we do not know what proportion of our graduating seniors are successful in their applications to graduate school, medical school, law school, business school, and so forth; we do not have long-range data about the success of graduate/professional school applications among alumnae; and we do not know what proportion of alumnae are successful in such programs.** For some of these questions, we could gather data by modifying the senior survey (which is completed by about 70% of each graduating class). For others, however, we would need a more systematic process in place to track the progress of our students after graduation. Such a process would allow us not only to answer the specific questions

mentioned above, but also to obtain more comprehensive information about the variety of activities our alumnae pursue, and about the role of their Wellesley education in enabling them to meet the challenges that they encounter. **We are currently examining the feasibility of putting such a process in place. Under this proposal, OIR would build a database of graduates that would be the repository of information about the post-graduate pursuits of our students gathered by individual faculty and departments, by the alumnae office, via surveys of current students and alumnae, and by any other formal or informal means.** While this database would not be comprehensive (because we cannot maintain contact with all of our alumnae), it would be a marked improvement over the current situation in which fragments of information about our alumnae reside in various places at the College but are not organized in one central location. A centralized database in OIR, assigned departmental liaisons with OIR, and a user-friendly way to transfer information from departments, offices, faculty and students to OIR would result in a richer body of information to evaluate our progress in achieving our mission. In mapping out this project, it has become clear that the project would involve a significant investment of resources by the College. **As we move forward in a climate in which resources are scarce, we will evaluate whether the potential benefits of such a project would justify its cost.**

New England Consortium on Assessment and Student Learning

In Fall 2005, responding to concerns from a variety of sources about the first-year experience at Wellesley, OIR initiated a series of focus groups with first-year students. These focus groups, led by senior members of the faculty and administration, yielded important insights about issues of concern to first-year students and prompted follow-up focus groups with the same students in their sophomore year. This successful endeavor provided the seed for a larger project (funded by the Teagle Foundation) now being undertaken by the New England Consortium on Assessment and Student Learning (NECASL).

NECASL is comprised of seven selective liberal arts colleges in New England. In collaboration with the New England Association of Schools and Colleges, NECASL is conducting an innovative assessment project exploring how students learn and how they make important decisions about their academic programs. A senior member of the Wellesley faculty serves as the principal investigator for the project. Wellesley's OIR has developed the survey tools, coordinated the administration of surveys, and compiled the data from all institutions. The project addresses a variety of questions: How do students make the transition from high school to college? How do students learn? How do students make important decisions about their academic program (e.g., major program, international study, capstone experience)? How does academic and social integration vary over time? How do our institutional practices and policies affect student learning? A variety of methodologies are used to address these questions including surveys, focus groups, senior exit interviews, and analysis of institutional data. The collaboration involves a longitudinal study of a subset of 36 students from the Class of 2010 on each campus. The students in this cohort were interviewed three times in their first year of college and once in their sophomore year; they will be interviewed once a semester until they graduate and once in the year following graduation. In addition, a sophomore survey was administered to all students at consortium schools as well as to the Class of 2010 students participating in interviews. This survey covers academic advising, choice of major, course selection, coursework, residential life, and extracurricular activities. A junior survey focused on engagement in the major and study abroad experiences will be administered in 2009. **We are pleased to have a central role in this important project, and we anticipate that the results will be rich and informative.**

STANDARD V:

FACULTY

[Note: Standards IV and V are the most lengthy and complex of the self-study, and we have chosen to interweave analysis and projections through the running text of both standards. In order to distinguish descriptive material from our appraisals and projections, we have highlighted the latter sections in bold print.]

We are a deliberative community. We engage often in conversation, both formally and informally, about who we are, how we do our work, and how we can become better at what we do. Because the past several years have been a time of transition—with retirement of a College president who served for 14 years, and the arrival of a new president—they have also been a time of particular reflection. One theme characterizing our conversation is ongoing consideration of the College's mission, and the need to ensure our expectations, practices, and policies are aligned with our values. Such considerations are central to virtually all aspects of faculty

life: how faculty members spend their time and apportion their energies, what forms of faculty work are valued and rewarded, and how the College's policies regarding faculty are effectuated.

FACULTY OVERVIEW

Wellesley College is extraordinarily fortunate to have a distinguished faculty of dedicated teacher-scholars. With approximately 241 FTE, the College maintains a student-teacher ratio of about 9:1. In 2007–08, the College had 336 faculty in rank, of whom 232 were tenured or tenure-track, and 99 percent held the doctorate or equivalent. Of the 232 tenure-eligible faculty, 174 (or 75 percent) were tenured. In addition, the College had 112 faculty not in the ranks, including instructors in science laboratories, foreign language, performing music, and the Physical Education, Recreation, and Athletics program.

Table 5.1: Faculty Characteristics

Source: 2007–2008 Factbook

	All Faculty (448)		Tenured & Tenured-Track Faculty (232)	
GENDER				
Female	286	63.8%	129	55.6%
Male	162	36.2%	103	44.4%
ETHNICITY				
African/African American	26	5.8%	13	5.6%
Asian/Asian American	49	10.9%	29	12.5%
Latino/Hispanic	13	2.9%	9	3.9%
White	351	78.3%	179	77.2%
Other	9	2.0%	2	0.9%
FULL-TIME/PART-TIME				
Full-time	283	63.2%	214	92.2%
Part-time/Early Retirement	165	36.8%	18	7.8%
RANK				
Full Professor	127	28.3%	124	53.4%
Associate Professor	59	13.2%	50	21.6%
Assistant Professor	106	23.7%	57	24.6%
Lecturer	25	5.6%	0	0.0%
Instructor	19	4.2%	1	0.4%
Other (not in rank)	112	25.0%		

In 2007–08, 92 percent of the 223 tenured and tenure-track faculty members were full time, and 32 percent of the 104 nontenure track (NTT) faculty were full time.

In 2008–09, the percentage of NTT faculty who are full time is expected to rise to 50 percent as a result of changes in the appointment structure for these faculty members (discussed below). The College has a proud and long-standing tradition of having many women

among its faculty, and we are pleased that tradition continues among our current faculty: 60 percent of all faculty are women, as are 53 percent of tenured faculty members and 64 percent of tenure-track faculty members. Ours is an internationally diverse faculty: Approximately one-third of all faculty members were born outside of the United States, representing more than 30 countries.

Table 5.2: Characteristics of Tenured and Tenure-Track Faculty by Rank

Source: 2007–2008 Factbook

	Full Professors		Associate Professors		Assistant Professors and Tenure-Track Instructors	
GENDER						
Female	65	52.4%	27	54.0%	37	63.8%
Male	59	47.6%	23	46.0%	21	36.2%
ETHNICITY						
African/African-American	7	5.6%	2	4.0%	4	6.9%
Asian/Asian-American	8	6.5%	10	20.0%	11	19.0%
Latino/Hispanic	4	3.2%	1	2.0%	4	6.9%
White	105	84.7%	37	74.0%	37	63.8%
Other	0	0.0%	0	0.0%	2	3.4%
TOTAL	124	100.0%	50	100.0%	58	100.0%

We are pleased the percentage of faculty from diverse communities has increased in recently hired cohorts: Whereas faculty of color constitute 18.4 percent of tenured faculty, they constitute 36.2 percent of tenure-track faculty. This overall increase, however, obscures uneven patterns across different groups. The College has been particularly successful in hiring Asian and Asian American faculty members. The percentage of African American faculty has fallen since the early 1990s, but recent efforts appear to be reversing this trend, with seven hires over the past four years, compared to three in the previous 10-year period. Of particular concern is the College's limited success in recruiting Latino-Hispanic faculty members; hiring faculty members in this group will be a specific priority over the next several years. The College is aware of the need for ongoing vigilance regarding faculty diversity, and is making new efforts (described below) to recruit and retain faculty of color.

Recent and Projected Future Faculty Changes

One source of change in the faculty is the College's new practice of making full-time faculty appointments to interdepartmental programs. Nine such appointments have been made during the last five years (including appointments in American Studies, Environmental Studies, Middle Eastern Studies, Neuroscience, and South Asia Studies), and more such appointments are likely in the future. Of the appointments made thus far, two are faculty members whose appointments have shifted from a department to an interdepartmental program; seven are new tenure-track hires. **Prior to such appointments, interdepartmental programs had limited control over their curricula because the availability of course offerings depended largely on curricular decisions within departments contributing to the programs.**

Establishing full-time faculty lines within interdepartmental programs and associated "ownership" of courses within programs should increase long-term curricular planning potential. As junior faculty hired into interdepartmental programs may have few or no senior colleagues within those programs, however, it will be important to ensure that they receive the same mentoring support as faculty hired into traditional departments.

A second factor reshaping faculty is demographic trends, namely the rising number of faculty members approaching retirement age. The number of tenured faculty members age 60 or above grew from 27 (12.5 percent of the faculty) in 1997–98 to 59 (25.2 percent of the faculty) in 2007–08. The College offers tenured faculty members a phased retirement option through its early retirement plan, which allows faculty members age 60 and above to teach half time and receive up to 75 percent of their salary if they agree to retire from the College within five years or by age 70 (whichever comes first). **Because of this demographic shift, a growing number of tenure-track slots are likely to be vacated in the coming years, creating new possibilities for hires in emerging fields and for continued faculty diversification. At the same time, this change will bring an increased number of faculty emeriti/ae, who represent a rich resource for the College. Providing opportunities for these faculty members to remain actively engaged in the life of the College will be a most welcome challenge.** One recent example of the College successfully drawing on the talent and experience of retired faculty is appointment of an emerita faculty member to the position of faculty ombudsperson.

A third factor driving change in faculty is the College's recent review of nontenure track (NTT) faculty. **This review has resulted in changes that will have far-reaching consequences both for NTT faculty and for the faculty as a whole.** At the time of our last reaccreditation, the evaluation team expressed concern about "the high proportion of Wellesley courses, as many as 25 percent, taught by nontenure track faculty on visiting or part-time appointments", noting that this proportion was a product of Wellesley's commitment to generous faculty leave policy and the practice of fully replacing faculty on leave. They expressed concern that such a high proportion may compromise the quality of instruction, impose an administrative burden on chairs who must continually recruit leave replacements, and disrupt continuity of students' experience.

During the 2006–07 academic year, the dean's office initiated discussions about this issue with faculty across the College, including tenured, tenure-track, and NTT faculty, as well as with the board of trustees. These discussions culminated in a presentation by the dean to Academic Council in spring 2007, highlighting the following points: **the proportion of course sections taught by NTT faculty had increased to 37 percent by 2005 (with higher proportions at the introductory level); benefits to NTT faculty were administered in an ad hoc and sometimes inconsistent manner; and there was not a rigorous and formal review process for NTT faculty.** A distinction was drawn between short-term NTT faculty, who are usually hired as temporary replacements for faculty on leave, and long-term NTT faculty members, who often have many years of continuous service to the College and have become integral to their departments. Implicit in the proposal put forward to address the problem was recognizing the value of long-term NTT faculty to the College and the commitment that these faculty members have made. The initial recommendations included a proposal to revisit the appointments structure governing long-term NTT faculty and to convert some short-term NTT positions to tenure-eligible positions. The recommendations were well received by faculty, and an ad hoc committee (including tenured and NTT faculty members) was charged with refining the proposal for consideration by Academic Council during the next academic year.

The recommendations of the ad hoc committee focused on regularizing the status of nontenure track faculty, were reviewed and modified by the dean's office and the Committee on Faculty Appointments

(CFA) in September 2007 and subsequently brought to the faculty for their consideration. A series of conversations led to further modifications, and a formal proposal to change legislation was brought to Academic Council in October 2007, and was voted and passed in November 2007. The new legislation (which appears in “Articles of Government Book I, Article IX, Section 7”) introduces the phrase “Faculty on Term Appointments” (FTA) for tenure-ineligible faculty; removes the four-year limit on full-time teaching for FTA; provides titles for FTA; establishes a review process for FTA through the CFA and dean of the college; and articulates abbreviated review criteria. In addition to these legislated changes, detailed guidelines regarding procedures for appointment, evaluation, and promotion of FTA were brought to Academic Council for discussion and approval.

The regularization of nontenure-eligible faculty accomplishes several aims. First, it improves employment conditions for FTA by allowing them to hold full-time positions beyond their fourth year at the College, thereby making them eligible for a wider range of benefits. Second, it promotes the continued excellence of instruction at the College by establishing more formal and rigorous review mechanisms for FTA. Third, it promotes full “citizenship” for FTA in the life of the College by establishing clearer expectations and opportunities for these colleagues to engage in service to the College. In the coming years, it will be important to review the new FTA framework to ensure it is serving the needs of FTA and the College.

The second major change resulting from the NTT faculty review is planned expansion of tenure-track faculty via conversion of many short-term tenure-ineligible positions to tenure-eligible positions. Each conversion entails a national search for a candidate to fill the position. This change led to three new tenure-track hires in 2008–09 (in Africana Studies, Biological Sciences, and History), and is expected to result in about 22 new tenure-track hires over the next five years. The policy was not designed to increase the total FTE at the College; the rise in tenure-track faculty will be offset by a drop in short-term FTA. Departments hiring new tenure-track faculty members (i.e., that are “overstaffed”) through this initiative will generally not experience an overall increase in courses they offer, since the department will gain tenure-track faculty member(s)

but lose ability to hire short-term leave replacements for faculty on sabbatical leave. The College may continue to hire some short-term FTA faculty to replace parental and other unplanned leaves, as well as some sabbatical leaves in departments that are not overstaffed.

The success of this new program will depend upon coordination and long-term planning within departments regarding timing of faculty leaves (for example, some faculty may need to accelerate or postpone planned sabbatical leaves to avoid having too many faculty away at one time), as well as the willingness of faculty to take on new teaching responsibilities to ensure essential courses remain covered. The addition of tenure-track faculty to fill positions previously tenure-ineligible will reduce administrative burden associated with recruiting temporary faculty and provide greater stability and continuity in faculty ranks, thereby insuring continued excellence in teaching and advising for our students. As a result of these changes, 82 percent of courses in 2008–09 will be taught by tenured faculty, tenure-track faculty, or full-time FTA.

FACULTY RECRUITMENT, RETENTION, AND COMPENSATION

Recruitment of new tenure-track faculty members begins with a request to the dean’s office from a department or program for a new position. Requests are considered in the context of projected departmental or program staffing needs, enrollment patterns, and emergence of new subdisciplines within a field. With each faculty search, special efforts are made to recruit a diverse pool of candidates. The dean’s office and the Committee on Minority Recruitment, Hiring, and Retention have developed online resources to aid departments in carrying out broad searches. These resources include recent data about doctorates earned by academic subfield, and race and ethnicity, and links to minority databases. Advertisements for all positions are reviewed to make certain they include wording intended to encourage applications from candidates of color. When a request for a faculty position is approved, the position is advertised in a wide range of venues. One member of each search committee is designated as diversity liaison, charged with reviewing the applicant pool with particular attention to diversity candidates.

Initial interviews are sometimes conducted at national meetings and sometimes by telephone. Typically, three finalists are brought to campus for one- or two-day visits. During his or her visit, a candidate meets with faculty members, students, and a dean; gives a research presentation; and is sometimes asked to give a teaching demonstration. The visit includes tours of the campus, classrooms, laboratories, and other facilities.

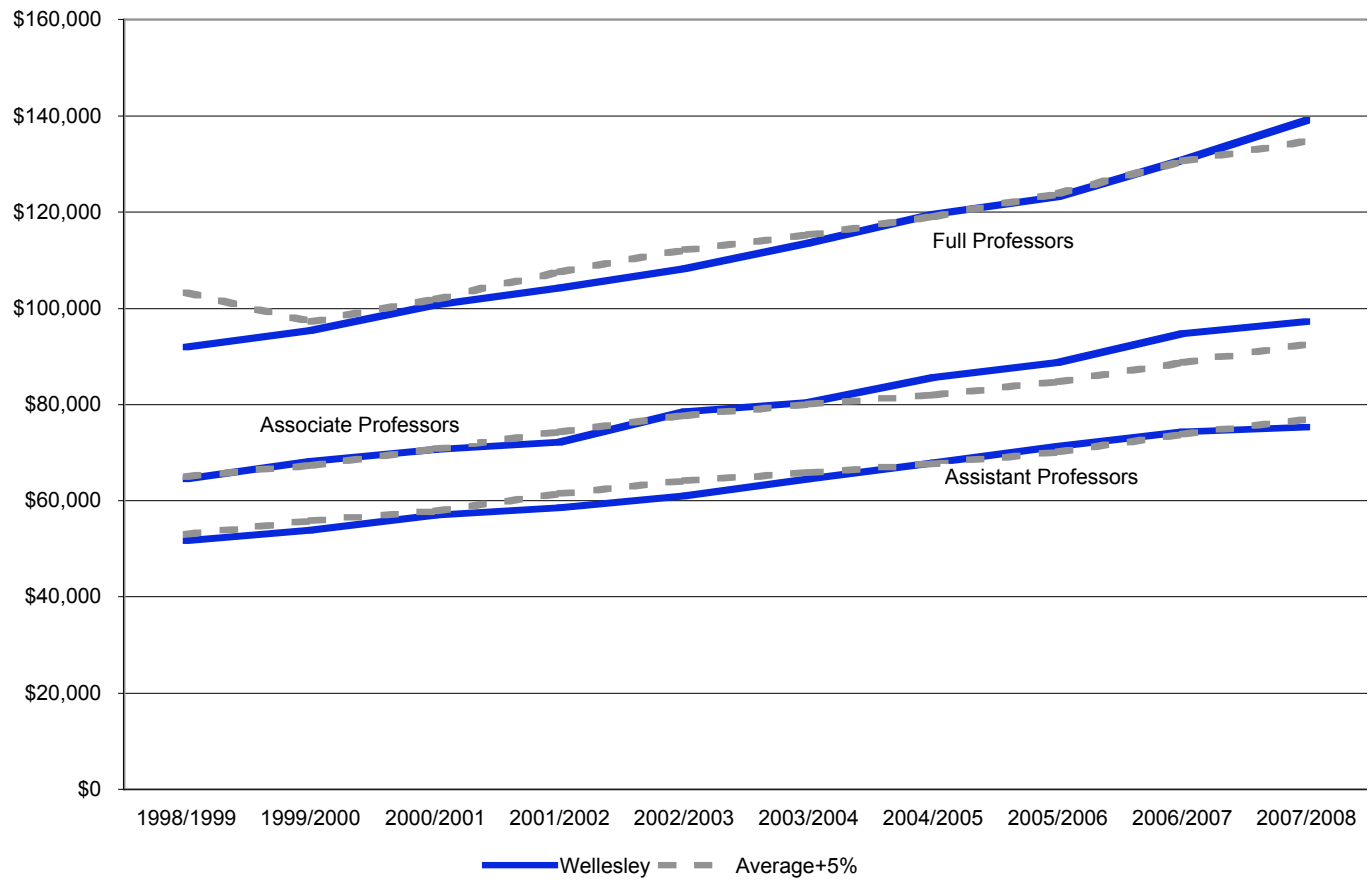
While efforts to recruit and hire diverse candidates have been successful in recent years, there has been growing concern about retention of these faculty members. From 2003–07, 55 tenure-track faculty members were hired, of which 21 (or 38 percent) were faculty members of color. Seven of those 55 faculty members have left or are leaving the College, and four (or 57 percent) of that group are faculty from diverse communities. The Office of Human Resources has recently begun interviewing departing faculty members about their reasons for leaving the College. This practice should help Wellesley identify areas of potential improvement with regard to faculty retention in general and retention of faculty of color in particular.

The College has also benefited from participation of 70 percent of its tenure-track faculty in COACHE, a cross-institutional survey administered by the Harvard School of Graduate Education exploring areas of satisfaction and dissatisfaction with all aspects of academic life. Our faculty responses were compared to faculty at five peer institutions. **The results suggest high satisfaction among our junior faculty with the College's policies and practices, including the early leave program for junior faculty, the parental leave program (and other practices that facilitate balancing home and work life demands), and support the College provides for research activities. Evidence of dissatisfaction was apparent in two areas. First, with regard to standards for tenure, respondents indicated they felt some lack of clarity about expectations regarding teaching and student advising. Second, respondents expressed some dissatisfaction with departmental climate, particularly with regard to opportunities to interact with senior colleagues. These findings have been discussed by department chairs, members of the board of trustees, and the Committee on Faculty Appointments (CFA). Because of the limitations of the COACHE survey, it is difficult to identify the precise nature of these**

concerns. In order to get a better understanding, the Advisory Committee to the Committee on Faculty Appointments (AC-CFA: a committee representing the interests of junior faculty) has designed its own more detailed survey tailored specifically to our community, and has received a return rate of 86 percent. We had a community-wide discussion of the COACHE results (supplemented by the findings of the AC-CFA) at a meeting of Academic Council in December 2008. **One of the College's top priorities is to attract and retain an outstanding, diverse faculty. The findings of this survey will be used to identify problems that might impede this goal and take steps to correct them. Some of these issues are already being addressed by the Academic Planning Committee (described below), whose work aims to enhance the intellectual community at the College by providing more and richer opportunities for collaboration among faculty at all ranks.**

Faculty salaries and benefits are highly competitive, designed to attract and retain a strong faculty. At the ranks of assistant and associate professor, salaries follow a fixed scale. **For faculty members in certain departments, however, salaries may deviate from this scale in order to reflect the higher average salaries that prevail in those fields. These salary adjustments provide effective tools for faculty recruitment and retention but have aroused controversy among some faculty members who favor a purely egalitarian structure.** Since the mid-1990s, the College has tried to maintain salaries for tenured and tenure-track faculty at a level at least 105 percent of those at 16 peer institutions. The graph on the following page tracks the mean salary of tenured and tenure-track faculty at all ranks relative to this benchmark over the past 10 years.

WELLESLEY FACULTY SALARIES 1998/1999 TO 2007/2008



The Faculty Benefits Committee monitors evolving faculty needs with reference to external factors. For example, recent rising prices in the housing market have greatly reduced the affordability of housing close to campus. This change led some faculty members to stay in College-owned rental properties for years, reducing availability of units for new faculty members, especially young families needing larger units. In response to these economic pressures, the College adopted recommendations of the Faculty Benefits Committee to enhance the faculty mortgage program by raising the maximum loan amount in order to bring it in line with current home prices. Many faculty members have since purchased homes using the mortgage program, alleviating excess demand for College-owned rental properties. As a

result of recent changes to the pension plan, the College's contribution to a faculty member's retirement plan begins as soon as the individual is hired. The College continues to support parental leave policy providing for one full semester or two consecutive half semesters of fully paid leave following the birth or adoption of a child. Tenure-track candidates have the option of excluding from years in rank the year in which parental leave is taken. As discussed in more detail below, the College has generous early leave and sabbatical policies, designed to attract highly qualified teacher-scholars and provide the support necessary for faculty to maintain a high level of productivity.

Gender Equity

Wellesley's commitment to promoting and supporting women scholars and teachers is reflected in the proportion of faculty members who are women and in the prominence of women in leadership positions at all levels of the College. We are proud of this record, but are aware we could do still better, particularly with regard to gender equity in our reward structures. The most recent AAUP Faculty Compensation Survey, released in 2008, indicates the average salary for male faculty at Wellesley exceeds that of female faculty at the full and assistant professor ranks, with a difference of 5.5 percent for full professors, and 2.1 percent for assistant professors. At the associate professor level, women's salaries exceed men's by 1.7 percent. With regard to formal faculty evaluation at the College, the only quantitative measures available are scores assigned by the merit committee to full professors being considered for merit increases in salary. The merit review cycle is three years, so that approximately one-third of the full professorate is reviewed every year. Merit evaluations are based in equal measure on teaching, scholarship, and service, with the possibility of added credit for particularly exemplary accomplishment in one of the three categories. Since the last reaccreditation, there have been three full merit review cycles. In each cycle, the mean score assigned to men has exceeded that assigned to women, with a difference of 7.7 percent in the 1999–2001 cycle, 13.3 percent in the 2002–04 cycle, and 9.6 percent in the 2005–07 cycle. It is not clear what factors have driven these gender differences in salary and merit scores. Do they reflect biases in compensation and evaluation processes, or gender-specific barriers to accomplishment? As we explore this question, we note that in 2008, merit scores were higher for women than for men by 11.1 percent. We are mindful, however, that this result reflects evaluations for only one-third of the senior faculty, and that data for the entire group in this cycle will not be available until 2010. We will be watchful of gender differences in the coming years as we commit ourselves to understanding and addressing gender equity issues in our evaluation and reward processes.

EVALUATION OF FACULTY PERFORMANCE

The procedures for faculty evaluation are described in the "Articles of Government, Book I, Article IX." In the years preceding a reappointment or tenure decision, tenure-track faculty members have formal

annual conversations about their progress toward reappointment or tenure with members of their Reappointments & Promotions (R&P) committee, which normally consists of all tenured members of their department. First-level assistant professors are ordinarily evaluated for reappointment in their third year at the College; if reappointment is successful, they are evaluated for tenure in their sixth or seventh year, depending on whether they elect to have the early leave year count as a year in rank. This probationary period is fixed regardless of whether the faculty member has completed the PhD prior to arriving at the College, or does so later. Although employment offers are made with the assumption that the PhD will be completed by the time the candidate arrives on campus (or shortly thereafter), some new faculty members take as much as an additional year to complete the degree. There is at present no policy permitting renegotiating the pre-tenure probationary period in such cases. Some community members have expressed concern that absence of such a policy makes attaining tenure more difficult for such faculty members, and may create disincentives for departments to hire candidates who have not completed the PhD at the time an offer is made. Such disincentives could result in potentially passing over valuable members of the faculty. It may benefit the College to consider ways to increase the pre-tenure probationary period for such candidates, for example by offering a post-doctoral fellowship prior to the start of the assistant professorship.

The formal tenure procedure at Wellesley involves two steps: a recommendation from the candidate's R&P committee to the CFA, and a recommendation from the CFA to the board of trustees. Candidates for tenure provide their R&P and the CFA with a record of their professional activities since initial appointment; a personal statement describing their teaching philosophy, their program of scholarship, and their service to the College and to their scholarly field; and copies of their scholarly publications. These materials are supplemented by student evaluation questionnaires, letters solicited by the dean's office from outside scholars in the candidate's field of expertise assessing the candidate's scholarly work, and unsolicited letters from students, alumnae, staff members, and faculty colleagues. The R&P also provides the CFA with a letter (or letters) explaining its recommendation. The College has a policy of transparency whereby faculty members under review for reappointment or tenure receive copies of all

written correspondence to and from the CFA regarding the candidate. On occasion, members of a candidate's R&P committee are asked to meet in person with the CFA to discuss the candidate; the content of these conversations is not shared with the candidate. The reappointment procedure is largely similar to the tenure procedure, except that letters from outside scholars are not solicited at this stage.

There are eight voting members of the CFA, including six faculty members, the dean of the college, and the president of the college; the associate dean of the college serves as a non-voting member. The majority vote of the CFA determines the decision of the committee, and historically, that decision has been endorsed by the board of trustees. **The faculty voice in tenure decisions is particularly strong: Faculty members constitute three-quarters of the voting membership of the CFA and are elected by their faculty peers. However, because faculty members are elected for rotating terms (typically for three years, but sometimes for only one year if the position is to replace a CFA member on leave), the committee composition changes on a regular basis, and may contribute to uncertainty or anxiety about potential shifts in decision-making standards regarding tenure.**

Three avenues exist for appeal of reappointment and tenure decisions: The candidate may appeal the decision to the board of appeals, which may in turn appeal to the CFA; the candidate may appeal the decision directly to the CFA; and/or the candidate's R&P may appeal the decision to the CFA. In recent years, appeals to the CFA from the board of appeals have been based on perceived procedural violations. Appeals made directly to the CFA must be submitted within one year of the decision; rulings on appeals are typically made within one semester of submission.

Faculty performance evaluation continues after tenure is granted. Evaluation of associate professors for promotion to full professor ordinarily occurs in the seventh year in rank. This evaluation is undertaken by the CFA in a rigorous process similar to the one governing tenure decisions. Full professors are evaluated every three years for merit increases in salary by the Advisory Committee on Merit (ACM), which makes recommendations to the president. Merit reviews are essentially conducted by one's peers: The membership of the ACM consists of elected and appointed full professors, as well as the dean, the associate dean of the college, and the president (non-

voting). This membership reflects a change instituted in 2007 by which the ACM was enlarged (to increase elected faculty membership from six to eight); and full professors on the CFA were removed from the ACM, making the ACM a separate, legislated standing committee of Academic Council. Teaching, scholarship, and service carry equal weight in merit review. A faculty member may opt out of merit review, forgoing any merit-based salary increase.

Several other changes to the merit review process are now under discussion, some originating with the 2015 Commission. One of these proposals is to make a larger share of salary increases for full professors based on merit. Currently, the salary increase difference for a faculty member with a high vs. low merit score is not large, because much of the salary increase is automatic, enjoyed by all. Moreover, in practice, most merit scores tend to fall roughly in the middle of the score range. Making more of salary increases depend on merit, and encouraging ACM members to assign a wider range of merit scores, would provide greater rewards for high-performing faculty and more incentives for faculty in the middle and latter parts of their careers to strive for excellence. The gender equity issues raised above, however, deserve further study before acting upon this proposal.

A second proposal is to extend merit pay to associate professors, who currently receive salary increases according to a fixed salary scale. The College already conducts merit reviews for associate professors who have not stood for promotion to full professor by their eighth year in rank as an associate professor. By extending merit pay to associate professors at an earlier stage, the College could provide them with the same rewards and incentives for excellence experienced by full professors. It is expected that both of these proposals will be discussed at Academic Council during the 2008–09 year.

In 2006–07, a proposal was brought to Academic Council to allow faculty members to submit a plan at the beginning of each merit review cycle indicating the planned focus of their efforts over the next three years. By indicating the relative weights that would be placed on teaching, research, and service in that cycle, such proposals would allow merit review criteria to be customized for each faculty member. Some faculty members favored the proposal, noting it recognized that a senior faculty member may focus his or her energies primarily in one or another area at various

points in his or her career. Others were skeptical, expressing concern that it may be difficult to predict in advance in which areas one's efforts will be most fruitful. Ultimately, the proposal was not endorsed.

Among some faculty members, a perception exists that the relative weight given to teaching and scholarship has shifted over time in favor of scholarship, and that, for senior faculty, this re-prioritization results in greater compensation for faculty who excel in scholarship than for those who excel in teaching or in service. As described earlier, the three areas of accomplishment are weighted equally in the merit review process for senior faculty; however, the review process allows for the possibility of added weight (or credit) for exemplary accomplishment in one of the three areas. Because individual committee members exercise their own discretion in this regard, and because it is not customary for members to disclose the relative weights forming the basis for their merit "scores" for faculty under evaluation, it is difficult to determine whether one area of accomplishment is more or less likely to be privileged. Further, the merit committee's role is not decisive but consultative to the president, who makes the final decision regarding merit increases. Thus, the president's priorities could also affect weighting of the three factors determining merit outcomes.

It is possible that reward system distortions may be introduced when senior faculty members receive offers of employment from other academic institutions. Over the past four years, for example, 15 faculty members have received offers of tenured appointments at research institutions. Because such offers are typically based on excellence in scholarship, successful efforts to retain faculty members who receive such offers result in disproportionate rewarding of scholarship. This fact may contribute to the perception that the College's internal priorities and reward mechanisms favor scholarship over teaching and service.

Concerns about the relative weight assigned to scholarly activity have been accompanied by questions about what constitutes "meritorious" scholarly work. These questions have been raised most pointedly in the context of sabbatical leave policy (see below for discussion), but also occur with reference to scholarly standards for merit evaluation. In particular, there has been some lack of clarity about the value that is (or should be) assigned to writing textbooks or books aimed at general audiences. Further, some disagree-

ment exists about the status of research on pedagogy (i.e., how students learn effectively in a discipline). Some faculty members view such research as having the same value as contributions to scholarly knowledge within the discipline, whereas others view it as outside of the purview of traditional scholarship within a discipline (unless that discipline is education). While the community has broached the broader question of what constitutes meritorious scholarship in the context of the sabbatical leave policy, it would be helpful if we could achieve greater clarity about this issue in the context of faculty performance evaluations.

Perhaps faculty work most difficult to measure and evaluate is service to the College. In 2004, the College established the Janet Guernsey Lifetime Service Award, awarded to an emeritus/a faculty member in recognition service over the course of his/her career at the College. Establishing this award reflects the College's recognition of the centrality of faculty service. It is critical, however, that service be effectively promoted and rewarded not only at the conclusion of a faculty member's career, but also throughout his/her career. It is difficult to overstate the degree to which the effective functioning of the College depends on the voluntary efforts of faculty members in a variety of service capacities. If such service is not effectively rewarded, or is otherwise perceived to be undervalued, there is risk that faculty will redirect their energies away from service to more highly rewarded pursuits. In order for service to be rewarded, however, we need effective ways of measuring it. While there are some clear and accessible metrics for judging scholarly accomplishment and teaching, such metrics are not so obvious in the area of service. Developing measures of service that are useful to the CFA and the Advisory Committee on Merit will be a priority in the coming years.

Review of Tenure Policies

In fall 2005, the CFA issued a memo inviting faculty to review current tenure policies and procedures at the College, and to consider whether those policies served the College well. In reviewing trends over the past 30 years, the CFA noted the proportion of faculty with tenure (among the tenured and tenure-track ranks) was much higher in 2005 (approximately 80 percent) than in the late 1970s (approximately 50 percent); that the proportion of positive tenure decisions had increased over that period; that structure

concerns (the idea that a department could get too heavily tenured) had received much less consideration in recent tenure reviews than they had historically; and that the incidence of unanimous positive recommendations from R&P committees to the CFA had increased to the point where negative reappointment and tenure decisions (since 1995) were made almost exclusively at the level of the CFA. The CFA's memo noted other changes that had occurred over the past 30 years. In the 1970s, the College established Student Evaluation Questionnaires and instituted the practice of seeking outside evaluations of scholarship. Modifications to legislation from 1977 to 1981 put in place a system of transparency whereby faculty under review for reappointment or tenure would receive copies of all written correspondence to the CFA, including R&P recommendations, letters solicited by the College from outside evaluators, and unsolicited correspondence from students or colleagues. Finally, over some period of years, the perceived criteria for tenure seemed to have shifted from a balance that favored teaching above all other considerations to one that gave equal weight to teaching and research. The faculty was invited to consider these trends and engage in a re-examination of the tenure process.

Responses to the CFA's memo came from faculty at all ranks. Some took issue with what they perceived to be the implicit arguments in the memo, namely, that the current tenure ratio is too high (and works against the best interest of the College), and that the system of transparency contributes to the problem by making it more difficult for R&P committees to offer candid evaluations of candidates. It was argued that historical data might tell a different story if trends in tenure were considered in conjunction with other trends, including increasing reliance (at Wellesley as at other institutions) on nontenure track faculty; increases in the faculty hiring process selectivity; and the recent emphasis on mentoring and faculty development. Arguing against the idea that a highly tenured faculty might lead to a decline in cutting-edge approaches to teaching and scholarship, some respondents noted that senior faculty members have played a leading role in curricular innovation, and have pursued research questions over time that reflect the evolving nature of their disciplines. The feedback from faculty as a whole suggested consensus on a number of points: that Wellesley should value teaching and research in equal measure in the reappointment and tenure process; that our commitment to transparency is a good thing; and

that the reactivation of a "structure" criterion at the point of the tenure decision would be a mistake, as it risked return to an era when the College was perceived to have a "revolving door" policy.

The conversation among junior faculty also brought to the fore concerns about the tenure process that went beyond issues raised in the original memo. Many of these concerns centered on the lack of transparency (and the seeming lack of uniformity across academic divisions) regarding criteria for evaluating candidates for reappointment and tenure. To address these issues, the AC-CFA proposed formalizing an annual conversation between tenure-track faculty members and their R&P committees about standards for tenure appropriate to their discipline, and establishing a "letter on standards" (to be shared with the CFA) describing expectations for tenure within each discipline. It was hoped that these conversations and letters would promote effective communication between candidates and their R&P committees, and between R&P committees and the CFA, about standards of excellence within particular fields. Ensuing conversations among department chairs, R&P committees, and the CFA revealed some hesitancy about generating a document that might limit discretion R&P committees or the CFA could exercise in particular decisions. It was noted that while expectations in some fields are fairly uniform across candidates (e.g., a book published with a respected academic press), expectations in other fields are quite variable, and are influenced by the nature of the work (e.g., whether it is conducted collaboratively or solo), by the candidate's role in distinct projects, and by the nature of the venues in which the work is published. As an alternative to formal letters on standards, the CFA proposed that departments articulate standards ("markers of success") as part of their preparation for external visiting committees, and that outside visitors provide feedback about those standards. Because the deans are closely involved with the external visit process, they would be part of these conversations. It would also be possible to bring together cohorts of departments undergoing external review at the same time to have a larger discussion about standards. As departments undergo external review over the next five to seven years, the College will evaluate the effectiveness of these reviews as a means to clarify—and ensure the appropriateness of—standards for tenure across disciplines.

After a period of virtually no negative tenure decisions (from 1995 to 1999), the last several years have seen the appearance of some negative decisions: From 2000–08, nine of the 45 candidates who stood for tenure received negative decisions; of these nine decisions, three were reversed upon appeal. During that same time period, five of the 84 candidates who stood for reappointment were denied reappointment. The effect of these negative outcomes is felt throughout the community. Such decisions invariably generate controversy, feed the sense of uncertainty about standards used to make such decisions, and contribute to heightened anxiety and lower morale among junior faculty. Some community members have expressed confusion about negative decisions reversed on appeal; such reversals create the impression of arbitrariness in the system. Because the CFA deliberations are confidential, community concerns—especially as they pertain to specific cases—are not directly addressed. What sort of changes might we consider to promote confidence and trust in the decision-making process for tenure and reappointment? How can we as a community deal with the consequences of appointment decisions that are not uniformly positive?

FACULTY GOVERNANCE

Wellesley's shared governance structure gives faculty an active voice in all aspects of College life. In this community, authority is more egalitarian than hierarchical. This value is evident at the individual departments level, where faculty members have shared responsibility for effective department functioning. This feature of departmental culture was a focus of the governance subgroup of the 2015 Commission. Noting that some departments fail to function effectively within this framework, the Commission recommended that the College consider modifying its governing structure, enhancing the role of department chairs. The Commission noted that the current system gives little or no discretionary power to chairs, and that legislation empowers them simply to "execute the will of the majority." The working group proposed the following changes to strengthen and expand the role of chairs: 1) The responsibilities of the chair should be specified in legislation and include oversight of the departmental program and the academic experience of students enrolled in departmental courses; mentoring and guidance of departmental colleagues; and implementing relevant

College policies and procedures; 2) The position of department chair should be defined as a renewable three-year appointment normally held by a full professor; 3) The dean's office should have a role in selecting department chairs; 4) The roles and responsibilities of interdepartmental program directors with their own faculty appointments should be comparable to those of department chairs; 5) Department chairs should provide input to the Advisory Committee on Merit on the departmental service record of members eligible for merit increases; 6) Chairs should be allocated discretionary funds; 7) The College should provide training and adequate administrative support to all chairs; 8) Chairs' compensation should reflect the quality of their work as chairs; and 9) When appropriate, the College should consider appointing one individual to chair two or more related departments.

These proposals generated considerable discussion in a series of Academic Council meetings during 2006–07. Some proposals were received favorably, such as defining chair responsibilities to reflect current practice, instituting three-year renewable terms, extending chair responsibilities to include directors of some interdepartmental programs, and providing training and administrative support for chairs. Response to other proposals was mixed. Some faculty members voiced concern about the impracticality (especially for small departments) of requiring that chairs be full professors, and suggested instead that faculty members become eligible to serve as chair after some specified number of years beyond tenure. Others noted the potential threat to departmental collegiality and egalitarianism posed by enhancing the power of the chair. Still others asked for clarification about the dean's office role in selecting chairs. The greatest concern was voiced about chairs having input into the deliberations of the Advisory Committee on Merit; some felt that such a practice could be divisive. This part of the proposal was ultimately set aside. After continued discussion, an amended motion was passed that established a consultative role for the dean's office in selecting chairs, stated that chairs would ordinarily be drawn from the full professorate, provided greater specificity about the responsibilities of chairs, and extended chairs' responsibilities to directors of interdepartmental programs that have their own faculty appointments.

FACULTY WORK LIFE

A concern frequently voiced among faculty is the perception that time is a shrinking commodity. Faculty research expectations seem to have risen over recent years, with no diminishment of teaching or administrative responsibilities. Cultural and technological changes have fueled student expectations that faculty will be accessible around the clock. As a result of these pressures, some faculty feel as if they have little time for reflective engagement, limited flexibility to take on new or innovative projects, and little room to participate fully in the cocurricular life of the College. The concern about a time shortage is accompanied by frustration that time is often spent in ways that are not fruitful, for example, in committee work that could have been accomplished without faculty input, or in discussions about issues about which faculty have little authority to implement change. These points were highlighted in the 2015 Commission report, and prompted the College to devote a meeting of Academic Council to discussion of this issue in fall 2006. One outcome of that discussion was a charge to the Agenda Committee to study the committee system at Wellesley with an eye toward recommending changes that could make committee service more effective and meaningful. As a result of that study, the Agenda Committee identified several committees that “could operate more effectively with modest reforms”, and others that had ill-defined missions, “spending their time on low-priority tasks and operating in ways that demoralize their members.” **The committee made some specific recommendations for changes in legislation to streamline the committee system, balance committee assignments across the faculty, and make committee service more meaningful. The committee is expected to bring legislation incorporating these recommendations to Academic Council in 2008–09 for consideration by the full faculty.** (See Standard III for related discussion).

There is also some concern about mismatches between resource allocation at the College and actual time demands upon individual faculty members and departments. These mismatches can be exacerbated by changing student interests, which can develop on a timescale far faster than the College’s capacity to respond. The problem is especially evident with regard to faculty who have responsibilities both within departments and within interdepartmental programs. Expanding enrollments within departments and programs come with increased teaching, advising,

and administrative responsibilities. Even if the College eventually responds by reallocating resources, there may be long periods during which faculty time, administrative support, and infrastructure are overstretched.

Because academic departments/programs are fundamental organizational units for faculty work life at Wellesley, the resources and facilities available to departments have a direct impact on faculty quality of life. Owing to particular interests and priorities of donors, some departments have access to a larger pool of financial resources than others. The quality of infrastructure varies across campus, with some departments housed in facilities that have undergone recent and extensive renovation, while others are in facilities in need of attention. As discussed more fully in Standard VIII, the College has recently conducted a detailed facilities plan and has plans to renovate some campus buildings to address the most serious deficiencies. In addition, as discussed more fully in Standard IX, the College plans to allocate more funds to support institutional priorities and work to use restricted endowment funds more effectively, which may help address resources inequities across departments.

Policies and principles protecting faculty rights and governing faculty behavior are articulated in Articles of Government, in documents housed in the Office of Human Resources, and in documents housed in the dean’s office. Academic freedom is protected and fostered at Wellesley College for faculty at all ranks, regardless of term of appointment, as outlined in the American Association of University Professors 1940 Statement of Principles on Academic Freedom and Tenure with 1970 Interpretive Comments. The College has a detailed policy against sexual harassment and racial discrimination that was voted by Academic Council in 1991 and has recently been revised in accordance with current state and federal laws as well as best practices at other institutions of higher education. Policies concerning a variety of issues affecting faculty life, ranging from affirmative action to grading practices, from calendar and deadlines to grievance procedures, and from benefits to promotion policies, are published in a variety of venues. Still other practices (e.g., those governing a faculty member’s application for a final sabbatical) have not been codified, but are established by precedent and made known by word of mouth. **To clarify faculty expectations, responsibilities, and privileges, the dean’s office, in**

collaboration with department chairs, has developed Wellesley's first faculty handbook. This handbook represents a two-year effort to bring together into one document those policies and procedures that had been articulated in a variety of sources, and to clarify and articulate agreed-upon principles and practices not previously codified. It is hoped that this handbook will represent the community's shared understanding of the principles and practices governing faculty life, and will serve as a useful resource both for new and more experienced faculty.

TEACHING AND ADVISING

The vitality of the Wellesley College educational experience attests to the creativity and dedication of its faculty. At all ranks, faculty members are fully engaged in the teaching mission of the College and the academic lives of students. Faculty creativity is reflected both in the variety of pedagogical approaches taken in the classroom and in the constantly evolving nature of the curriculum. In the classroom, faculty effectively employ not only the traditional modes of instruction, such as lecture and discussion, but also problem-based approaches, case-study techniques, team-teaching, and workshop formats. The Committee on Curriculum and Instruction reports that, during the past five years, almost 400 new courses have been developed (an average of nearly 80 each year). Outside the classroom, faculty are engaged in one-on-one collaborative projects with students in the form of independent studies, senior honors theses, and summer research projects. These collaborative efforts often culminate in student presentations at the annual Ruhlman Conference, a campus-wide celebration of student achievement.

Support for Pedagogy

The Pforzheimer Learning and Teaching Center (PLTC) sponsors a variety of programs to help faculty improve their teaching and support them in implementing pedagogical innovations. For new faculty, the PLTC offers a series of seminars providing opportunity to discuss the challenges of teaching in a setting free of evaluation. For all faculty, the PLTC offers regular "shoptalks" where faculty can learn about new instructional tools, or where they can share insights with other faculty about particularly successful classroom innovations. Topics have included "Teaching a

Lecture Course Without the Lecture", "Using the Case Method in the Wellesley College Classroom", "Multimedia Assignments in the Curriculum", "A Modest Proposal for a Capstone Course Across the Disciplines", "Exploring How Professors Navigate Contemporary Events and Their Curriculum", and "Faculty as Learners, Students as Teachers." The PLTC also offers faculty opportunity to have their classes videotaped for review.

The past 10 years have seen a number of instructional changes linked to advances in technology. Chief among these is the use of the FirstClass email system to extend course discussions beyond the classroom. More than 85 percent of courses have an associated FirstClass conference. Course conferences typically serve as a repository for course materials, including course readings, which are made available through a special "e-reserves" conference. Often, conferences also allow students and instructors to communicate online about course-related topics and to post materials of interest to the class, offering students another way of participating in the class. Beyond FirstClass, the College helps faculty to design course-specific technology resources, such as Web sites used to present images, video and audio clips, and interactive tutorials and exercises.

The Committee on Educational Research & Development (ER&D) provides grants to support development of new or experimental courses, or to make extensive revisions to an existing course. Among other things, these funds may be used for course materials, research assistance, travel to conferences related to pedagogy, or participation in workshops related to the course. **In recent years, members of ER&D have noted a decline in the number of requests for funds to support new or experimental courses. The committee has wondered whether this trend signals a decline in classroom innovation, perhaps reflecting risk-aversion among junior faculty or lack of sufficient incentive for teaching innovation among senior faculty. Others have suggested that the decline may reflect that the resource most needed—faculty time—is not available through ER&D (e.g., in the form of funds for released units to develop new courses). One of our ongoing challenges is to identify effective ways to support and promote innovation in the classroom, and to ensure that such innovation is rewarded.**

Evaluation of Teaching Effectiveness

The effectiveness of classroom teaching is addressed formally through class visits by senior colleagues and by student evaluation questionnaires (SEQs). At the time of the last reaccreditation, a new SEQ system had just been put in place. New features included greater emphasis on qualitative rather than quantitative feedback; re-design of specific questions; and change to online administration of the measure. There was a great deal of support among faculty for the new SEQ tool in the first several years of its use. For example, in its 1997–98 annual report, the Advisory Committee to the Committee on Faculty Appointments (AC-CFA) stated, “junior faculty overwhelmingly supported the changes introduced in the SEQ policy recently.” Over the past several years, however, dissatisfaction with the SEQ system has grown, as expressed by the AC-CFA in an April 2006 memo to the CFA: “The SEQ remains a source of great dissatisfaction among tenure-track junior faculty” and “... there is widespread consensus that better instruments of evaluation need to be found if the CFA desires to have an accurate measure of the quality of instruction in the classroom.”

In spring 2007, an ad hoc committee was charged with evaluating the SEQ system. A survey administered by this committee revealed faculty dissatisfaction with SEQs was widespread. Of 234 respondents, 78 percent expressed a preference for the SEQ system to be modified (70 percent) or abolished (eight percent). Sixty-six percent agreed strongly or somewhat that SEQs helped improve their teaching, and 51 percent agreed strongly or somewhat that SEQs had a negative effect on their teaching. (In other words, some percentage of the faculty reported that SEQs were both helpful and harmful to their teaching.) Among concerns raised in the survey and subsequent community discussions were: the possibility that SEQs are harming the quality of teaching by creating an incentive for faculty to please students rather than to do what is in students’ best interest; the demoralizing effect on faculty of SEQs that are administered for every course in every semester; the possibility that SEQs are stifling creativity and risk-taking in the classroom; the limited usefulness of an SEQ tool that poses the same set of questions for all courses; the concern that the timing of SEQs (end-of-semester and into reading period) compromises the quality of feedback obtained; and concern that SEQs are given too much weight in the evaluation process. Some

faculty also expressed concern about how SEQs are used by the CFA, how such a large volume of qualitative data can be effectively processed by CFA members, and whether occasional harsh comments from students have a disproportionate effect on the CFA’s reading of the SEQs. In response to these concerns the ad hoc SEQ committee, together with the CFA, generated a proposal to revise the SEQ system by 1) providing “SEQ-free” space, whereby faculty members could choose to exclude certain courses from evaluation; and 2) obtaining other sources of input about teaching effectiveness at the time of evaluation by polling all currently enrolled students who have ever taken a class with an instructor, and asking them to reflect on the quality of their learning experience in the classroom. This proposal was brought to the faculty for discussion in spring 2007, but did not generate support. **So while it is clear that the SEQ system is a source of dissatisfaction for many, it is not clear whether improvement will be realized by modifying the instrument, by changing the manner or timing of its administration, by enhancing communication between faculty members and the CFA about how the instrument can and should be used, or by augmenting the SEQs with other sources of information, including additional input from faculty colleagues and from students and alumnae who have had teaching experiences with faculty outside of the classroom. In addressing this challenge, we could benefit from the experiences and insights of our colleagues at other institutions.**

Academic Advising

Faculty members are key participants in student advising at Wellesley College. (The student advising system is described more fully in Standard VI.) The system of first-year advising was modified in 2007. Prior to that time, students were asked to seek out a faculty advisor in their first semester at the College. To provide first-year students with a faculty contact prior to matriculation, the new system assigns faculty advisors to students during the summer before they arrive at the College. The advisor makes contact with the student over the summer and stays in touch with her throughout her first year and into the second year to the point where she chooses an advisor in her major, assisting her with course selection and with any other issues that arise during her transition to college life. The faculty assignment process is such that, in any given year, about 100 members of the faculty are asked to take on first-year advisees; thus,

in a two-year cycle, most faculty members are called upon to serve in this capacity. **This process ensures that responsibility for first-year advising is shared equally across the faculty and that students have faculty advisors available to them during the sophomore year. Under the former system, by contrast, faculty members teaching introductory courses took on most of the first-year advising responsibility because they were the faculty most likely to be selected by first-year students, and students were often uncertain whether they had an advisor in the sophomore year. While acknowledging that the current system addresses these concerns, some faculty members have suggested that it promotes ineffective advising relationships. In the absence of regular contact in the classroom (which occurred under the former system), some faculty members find the current system leaves them with little sense of how their advisees are doing, and makes it more difficult for them to maintain contact with their advisees. At the conclusion of the first two-year cycle, the College will review the new first-year advising procedure to determine whether it is operating effectively.**

Students are required to declare a major in their sophomore year. Recent changes have made it possible for all students to declare the major in the fall (rather than the spring) of their sophomore year, and require a fall declaration for students who are planning to travel abroad during their junior year. Each student chooses a major advisor from among faculty in the department or program of the major. Faculty advisors meet with students on a minimum of two occasions to review her course selection: once at the time the student declares the major, and again during her senior year when she confirms the major. Typically, faculty advisors meet with students on other occasions as well to discuss ongoing coursework, assist with plans for graduate study, or discuss post-graduate career opportunities.

FACULTY SCHOLARSHIP AND CREATIVE ACTIVITY

Scholarship and creative activity are central to the work life of Wellesley faculty members, and the College provides generous resources in support of such activity. Over the past 10 years, internal faculty research awards and conference travel grants have doubled. Although individual awards are relatively small (in the range of \$2,000–\$3,000), they are awarded on a noncompetitive basis and so are

readily available to interested faculty members. **Some faculty members have suggested that these awards might be more effective if they were available in larger amounts and were awarded competitively; such proposals are currently under consideration by the Academic Planning Committee.** Research support for new faculty in the form of start-up funds has increased dramatically in recent years, with more than \$2.2 million expended in the last five years compared to about \$1 million in the previous five years. These funds support research-related travel, supplies, and equipment, and enable new faculty members in the sciences to establish state-of-the-art research laboratories.

The early and sabbatical leave programs reflect the College's commitment to providing faculty members with time for sustained devotion to scholarship and creative activity. The early leave program allows tenure-track faculty members to apply for a year-long leave after their third year in service to the College; this leave provides an important opportunity for junior faculty to solidify and deepen their program of research in advance of a tenure evaluation. The sabbatical leave program allows tenured faculty to apply for a semester leave after six semesters of teaching, or a year leave after six years of teaching. Both types of leaves are subject to approval by the CFA. In order to obtain a fully funded leave (100 percent salary and benefits) faculty are required to conduct a strenuous search for outside funding, defined as three applications to funding institutions. Faculty also have the option of applying for a year-long (or a semester-long) leave at half salary and benefits; for this purpose, they are not required to conduct a strenuous search for outside funding. Historically, few faculty members have taken advantage of the latter option, presumably because most do not have the financial resources to do so. The sabbatical program was modified this year to provide an additional option whereby tenured faculty may apply for a single semester of fully funded leave after six years of teaching without making applications for outside funding. This change was made in recognition that there may be periods in a faculty member's life when his or her research program has stalled. At such a time, the faculty member may not be in a position to make competitive applications for outside funding, but may be poised to take advantage of the opportunity provided by a sabbatical to revitalize his or her research program.

Other changes in the sabbatical leave policy have come in response to recent discussions about what constitutes “meritorious” scholarly activity. The legislated purpose of the sabbatical leave program is “to provide teachers with opportunities for scholarly development and contacts, which shall contribute to their professional effectiveness and to the value of their later service to Wellesley College.” **While the Committee on Faculty Appointments has interpreted this legislation to mean that leave policy supports projects that constitute original contributions to scholarly knowledge or understanding, some senior faculty members have argued that the legislation permits pedagogical research projects or projects directed at a non-scholarly audience (for example, textbooks or general interest books). The latter sorts of projects, it is argued, are well suited to senior faculty who have accumulated a wealth of knowledge and experience in a field, and are in a position to disseminate that knowledge to a broader audience or generate a pedagogical framework within which that knowledge can be conveyed most effectively. As a result of discussions about this issue, a recent re-articulation of the sabbatical leave policy allows for the possibility that senior faculty may be supported to conduct such work. The tension has not disappeared, however, as it is unclear that the breadth of activities permissible for sabbatical leave would all be viewed as meritorious in the context of promotion or merit evaluations.**

For many faculty members, research and teaching come together in the context of collaborative research projects with students. Such projects may be conducted during the academic year, Wintersession, or the summer, and are often linked to the faculty member’s program of research. **While these projects often represent one of the most rewarding aspects of a faculty member’s work, efforts to make such research accessible to students and enable them to be active contributors to the work may effectively reduce the research productivity of the faculty member. The degree to which faculty members provide (or are expected to provide) collaborative research opportunities for students varies across disciplines, and may in practice vary even within a given discipline. Because of the considerable time investment that such projects require, it is important that these efforts be appropriately recognized and rewarded. In a modest effort to raise the profile of student research in a faculty member’s portfolio, the faculty “Activities Sheet” has been modified to include a**

stand-alone category for independent student research. The College is paying increased attention to the role of student research in a faculty member’s work life, both to ensure that appropriate resources are available to support such work, and to be certain that our reward structures recognize the value of such work alongside other contributions in teaching, scholarship, and service. In particular, the Academic Planning Committee is considering a variety of mechanisms that might be used to address this issue.

It has been noted in recent years that the pull of the external research community has increased. Faculty members hold leadership positions in academic organizations and societies, serve as editors for major academic journals, and are affiliated with off-campus research institutions, often having part-time research “homes” at those institutions. These activities reflect the quality and depth of faculty members’ scholarly engagement, and signal the esteem in which they are held by their colleagues in the wider research community. We recognize that such accomplishments are the mark of an outstanding faculty of teacher-scholars, and realize that experiences that enhance the scholarly lives of faculty may benefit students as well. We wonder, however, about the potential costs associated with research demands that of necessity pull faculty away from campus, and have considered ways that we might provide increased outlet for some of those research efforts on campus.

A successful effort of this sort has been realized in the Newhouse Center for the Humanities, established in 2006 to promote “innovative, imaginative, and influential research and teaching in the humanities”, and to “create a dynamic and cosmopolitan intellectual community.” The Newhouse Center brings resident research fellows to campus each year and hosts the Mary L. Cornille Distinguished Visiting Professor in the Humanities and the Newhouse Visiting Professor in Creative Writing. The Center sponsors a lecture series, and has established the “Common Text Project” in which a text forms the basis of a series of events including group discussions, guest lectures, films, and performances. **The Academic Planning Committee is considering ways in which the kind of on-campus intellectual community promoted by the Newhouse Center might be replicated in other disciplines across campus.**

STANDARD VI: THE STUDENTS

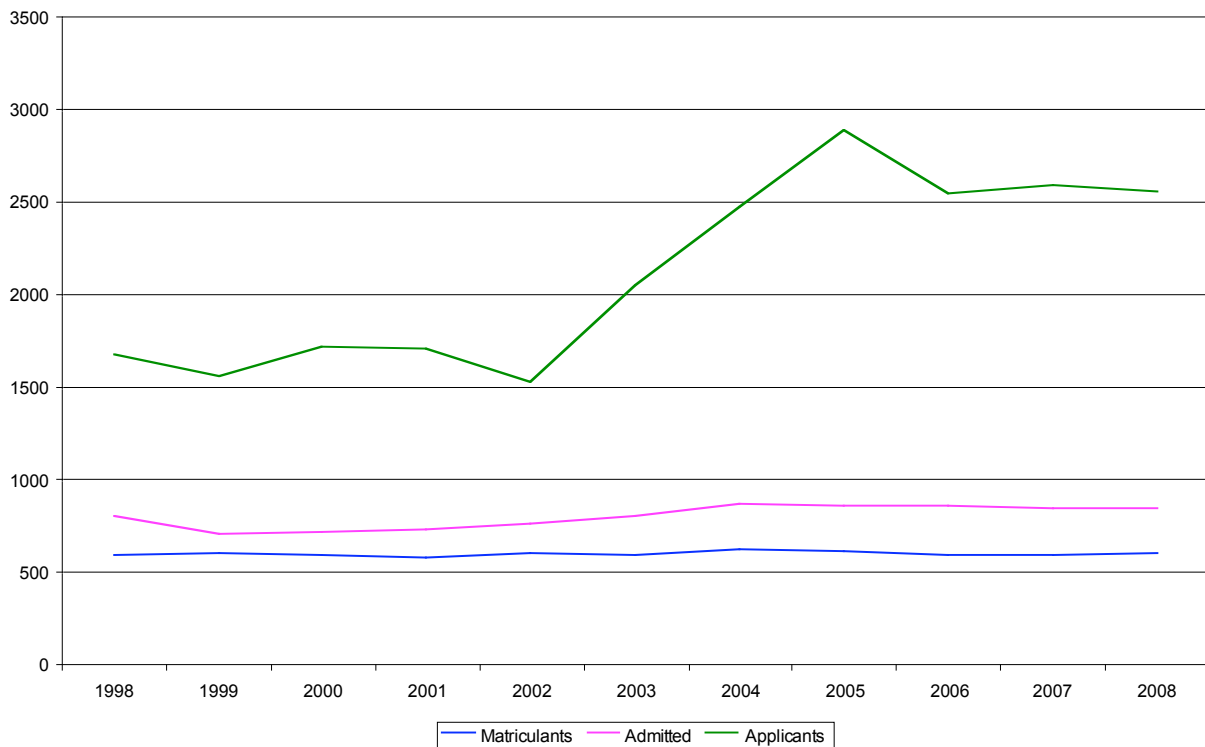
THE STUDENT BODY

Admission and Financial Aid

Wellesley's admission program is organized to attract and enroll the most academically able group of young women from across the country and around the world. Wellesley's outreach efforts support our mission by providing information about Wellesley to students from different geographic, socioeconomic, racial, ethnic, and cultural experiences. Wellesley's continued commitment to need-blind admission for U.S. citizens and permanent residents, and the addition of more funding for non-U.S. citizens, have contributed to our success in expanding the applicant pool and increasing the quality and diversity of enrolling classes.

From 1999 to 2008, applications to Wellesley have increased by 41 percent. As a result, we have become even more selective, admitting 35 percent of applicants versus approximately 42 percent in 1999. The academic strength and diversity of matriculating students have also increased during this same timeframe. The quality of enrolling students, as measured by standardized test scores, has improved from a mean of 1,350 in 1999 to 1,366 in 2008.

APPLICANTS, ADMITTED STUDENTS, AND MATRICULANTS—WELLESLEY 1999–2008



The ALANA (African American, Latina, Asian, and Native American) applicant pool has grown by 70 percent since 1999, resulting in increasing diversity in enrolling classes over the past nine years. Thirty-four percent of enrolling students in fall 2000 were ALANA. In 2008, 46 percent of the enrolling class is ALANA, with notable increases in the African American, Latina, and Native American populations. Wellesley's incoming classes are diverse in ethnicity and race as well as language; the first-year class typically has between 35–40 languages spoken at home. In 1999, a generous gift from a donor resulted in increased scholarships for international students who are graduates of United World Colleges, and an increase in full scholarships (from 10 to 15) to other non-U.S. citizens requiring financial aid. International students enrolling in fall 2008 represent 35 nations and constitute eight percent of the enrolling class. Finally, it is important to note the presence of a group of non-traditional aged students at Wellesley in our Davis Degree Program for students. There are currently 48 candidates in the program, which enrolls 15–20 new students each year, who bring a wide range of life experiences to campus as they pursue the same academic programs as traditional-aged students.

Retention and Graduation

Retention rates, measuring the percentage of students who return at the beginning of the sophomore year, have fluctuated between 94 and 96 percent since the last report was submitted in 1998. There does not seem to be a pattern to these percentages; the rates for classes entering in 2005 and 2006 were 95 percent and 96 percent respectively, while the two years with 94 percent retention rates were for classes entering in 2003 and 2004.

Four-year graduation rates have varied from a low of 82 percent for students who entered in 1994 to a high of 88 percent for those entering in 1999 and 2000; the class entering in 2003 had an 83 percent four-year graduation rate. The six-year graduation rate reveals fluctuations between 90 percent and 93 percent.

APPRAISAL

- The 2015 Commission's year-long inquiry into the College's future identified opportunities for securing Wellesley's strength in 2015 and beyond. With a clear commitment to educating women in a single-sex environment and the goal "to make of Wellesley's diversity a special strength," the Commission report provides the admission office with direction and specific priorities to frame a strategic plan for 2015. While admission efforts have obviously focused on these particular goals in current planning and outreach, the report highlights ongoing discussion of changing demographics and anticipated challenges of attracting, enrolling, and educating the next generation of Wellesley women. Specifically, we need to better understand the changing environment of college admission, as well as shifts in demographics and student behavior, and their impact on recruitment and admission.
- Eight years ago, Wellesley undertook an extensive market study, analyzing environmental factors including increased competition for the best and most diverse body, and the increasing importance of financial aid in families' decisions about college. The resulting analysis allowed us to more clearly articulate our mission to potential applicants, improve communication with multiple constituency groups, and successfully change financial aid policies. In 1999, following an admission market study regarding affordability, Wellesley increased grant aid up to \$2,000 per year for each eligible student, thereby decreasing a student's overall debt by as much as \$8,000 over four years. We were the first liberal arts college to make such a change to our financial aid policies, believing that graduating with less debt gives students greater choices in their post-Wellesley plans. Maximum student loan levels at Wellesley have decreased 34 percent over the past eight years. In 1998–99, a student could graduate with a maximum four-year loan level of \$19,400. For the class of 2008, the maximum four-year debt is \$12,825. The maximum four-year loan level for students in the lowest income bracket is \$8,600.

Beginning with the 2008–09 academic year, we will further enhance our already generous financial aid policy by eliminating loans for students with the greatest financial need and lowering loan packages

by one-third for many other students. Specifically, our new policy will: eliminate loans for students with the greatest need, those from families with calculated incomes under \$60,000 as well as all international financial aid recipients; lower loans by one-third for students from families with calculated incomes between \$60,000 and \$100,000 (their required loans will total no more than \$8,600 over four years); and enable eligible students from families with higher incomes to continue to benefit from our low loan packages, which cap the four-year maximum debt at \$12,825.

- Wellesley has exceptional strength in the marketplace, yet the 2015 Commission report accurately identifies the need to raise our visibility in areas where we are not well known and to be more creative in reaching out to the next generation of young women. In response, the admission office undertook a market research study in fall 2007 with the following goals: 1) provide a data-based context from which to interpret and act on findings of the 2015 Commission; 2) assess our reputation and competitive position, including how the competitive set has shifted over the past decade; and 3) evaluate and improve admission communications. The study was completed in fall 2008; a review of the research analysis is underway in order to plan and implement recommendations for the next recruitment cycle.
- In 2003, the College convened an enrollment committee to review fluctuations in leave patterns and their impact on housing capacity and revenue generation. The committee included representatives from registrar, class deans, dean of student life, finance, financial aid, housing, residential life and study abroad. The committee's early work resulted in identifying specific shifts in enrollment among particular populations of students (FTE Davis Scholar population; disparities in balance between students studying abroad in the fall and spring); and greater communication among all offices involved regarding data, deadlines, and projections of leaves. In more recent years, the group has convened occasionally to review enrollment for fall and spring semesters, discuss enrollment goals, and identify additional methods for improving communication with students around leaves and returns.

PROJECTIONS

- Begin implementing recommendations from the admission market study, including enhancing our Web presence and developing clear and consistent institutional language regarding affordability, academic excellence, diversity, and outcomes.
- Maintain commitment to need-blind admission and financial aid policies to ensure continued quality and diversity of the student body.
- Monitor effectiveness of enhanced financial aid policy on access, enrollment, and diversity of student experiences as well as on Wellesley's competitive position.
- Continue the work of the enrollment committee and further enhance communication and data exchange among key administrative and academic offices.
- Further develop models for more accurately tracking and projecting enrollment.

STUDENT LIFE

Student life at Wellesley contains a rich and varied set of programs and services. With Wellesley's commitment to educating women "who will make a difference," it is not surprising that we value student leadership development in all aspects of the College experience. Wellesley has always been a residential college, and residential life is central to our learning community. The diverse student body reflects the importance we place on diversity; the College is committed to fostering an environment supporting and celebrating that diversity as well as employing it as a vital part of the learning process

The programs and services provided by the Division of Student Life create a community that integrates the curricular and cocurricular, enabling students to thrive academically, become empowered, and in turn, empower others through service and leadership. Cocurricular activities extend classroom learning by providing an arena for students to put into practice what they have learned. In addition, student experiences outside of class inform classroom learning.

The division consists of the Office of Advising and Academic Support Services, comprised of the Office of the Class Deans, Office of Disability Services, the Davis Scholar program (for non-traditional age students), and the Pforzheimer Learning and

Teaching Center; the Office of Religious and Spiritual Life; the Office of Residential and Campus Life; Health Services and the Stone Center Counseling Service; the Center for Work and Service; Slater House and Advising to International Students and Scholars; Harambee House and Advising for Students of African Descent; Advising for Latina Students; and Programs and Services for Lesbian, Bisexual and Transgendered Students.

The division's work is guided by its mission statement: "The Division of Student Life guides and fosters the intellectual, ethical, personal, and social development of Wellesley students as they explore their place and purpose as engaged learners in a diverse and interdependent college and world." Departmental work focuses on fostering student development and enhancing student academic success.

This past decade can be characterized by a divisional focus on organizational self-inquiry and assessment, as well as College-wide examination of core values related to student experience. In 2001, then-president Walsh formed a cross-constituency student life task force and charged the group with identifying possible new initiatives. Those initiatives included: creating a student life advisory committee, reviewing the honor code, and assessing student wellness and closer partnerships between the Division of Student Life and the Office of the Dean of the College. (Many of the findings and recommendations from the departmental review reports and the task force are addressed in subsequent sections of this standard.)

New student life leadership prompted departmental reviews. Since 2005, the division has reviewed the Office of Religious and Spiritual Life, the Davis Scholar Program, the Office of the Class Deans, the Pforzheimer Learning and Teaching Center, Residential Life, Health and Counseling, and multicultural departments. Assessment data from the Office of Institutional Research (OIR) and national surveys informed each review. An external visiting committee reviewed self-study reports and met with constituencies. Many recommendations served as templates for both organizational restructuring, and, when appropriate, resources allocation and goal setting. Going forward, departments will review and revise their mission statements in line with the divisional mission and a focus on student learning and cross-departmental collaborations.

Since 1999, there have been five different administrative structures including three different deans of students and two periods when the associate dean of students served as interim dean for an academic year. The frequent leadership changes have been both an asset and a challenge: Each leader brought different expertise and perspective that enriched the work of the division; however, the relatively rapid turnover also created a degree of uncertainty and disruption.

The goals of the new Dean, developed in collaboration with the divisional leadership, include a articulation of how the values noted in the mission statement contribute to student development and how cocurricular programs and services relate to those values; a resumption of the departmental review process to include Disability Services, the Center for Work and Service, Advising for International Students and Scholars, Student Activities, and information services for the division; and a more strategic use of the budget to achieve divisional goals and advance institutional priorities.

Over the past 10 years, major themes for the division included: a focus on community and community standards (student engagement, residential living, the honor code, the campus center, and multifaith program); wellness, advising, and academic support services; and experiential learning.

THE WELLESLEY COMMUNITY

Residential Life

Wellesley's diverse and vibrant students pursue their education and contribute to the life of the institution in dynamic ways. With more than 95 percent of our students in residence, community spirit developed in the halls is substantial. Fifteen residence halls and six houses of various sizes, staffed by 13 professional resident directors, provide housing for more than 2,100 students yearly. Over the past 10 years, we have regularized practices and policies that structure residential living across the 15 larger halls. Student participation in the College governance and leadership is an important component of student cocurricular experience and is embedded in the residential community. Beginning with an introduction to residential living, our students are invited to engage in the life of the community by participating in weekly house council meetings. These meetings involve more than 300 students and are emblematic of Wellesley's

commitment to teaching students deliberative democracy and civic engagement. Residence halls are staffed with a selected group of student leaders: 15 house presidents, 70 residential assistants, and three resident managers, all of whom are volunteers. In addition, upper-class women serve as first-year mentors, providing support and guidance to a group of first-year students throughout the fall semester.

Student Leadership

Students serve as representatives on many campus governance committees and many participate in senate, the weekly meeting of the student government, called College Government (CG). Students sit on nine of the 16 Academic Council committees. CG cabinet members and at-large representatives attend Academic Council and vote on agenda topics related to their constituency. Of the 12 board of trustee committees, students are voting members on six. Within the past 10 years, a new leadership group, Unity, was established to flag priority issues for the community and promote shared problem-solving between administration and student leadership. Beginning in fall 2001, a student life advisory committee was formed to provide consultation to the dean of students; this cross-constituency committee includes six students.

Diversity

The Wellesley student body is diverse in race, culture, sexual orientation, religious identity, gender identity, and socio-economic background. Wellesley's need-blind admission policy enables us to recruit and maintain a student body from a wide range of economic backgrounds. As one of the most diverse small colleges, our student body is eight percent international, six percent African American, 26 percent Asian American, and seven percent Latina (2008 Factbook). Over the last 10 years, the group identifying as mixed race has increased, as has the number of students engaged in activities related to lesbian, bisexual, and transgender issues.

The College's support for under-represented student groups became more robust in 2001, with the expansion from 10-hour advisors for Latinas and students of Asian descent to two full-time advisors: a director of multicultural programs and services and advisor to students of Asian descent, and a director of multicultural programs and services and advisor to Latina

students. Additionally, in 2005, the full-time position of advisor to students of African descent and director of Harambee assumed responsibility for serving as a class dean for half of a class. Often over the past years, students have voiced concern that the 10-hour support position of director of programs and services for lesbian, bisexual, and transgendered students needs to expand, despite adoption of a flexible model for added hours. In addition to serving as resources for students, these advisors support student leaders of cultural groups and provide cocurricular programming focused on enhancing the student experience, and coordinating an orientation program to introduce new students to the complexities of living in a diverse community.

These four advisors and three other student life colleagues comprise the Cultural Advising Network (CAN). This group addresses issues of campus conflict in a strategic and active manner; for example, the group explored and proposed a multicultural competency program and dialogue program, and responded to achievement gap data (as described in Standard IV).

In 2001, Wellesley shifted from a model combining international education and advising to the international community to two separate roles, moving international education into the portfolio of the dean of the college. This change allows the advisor of international students and scholars to focus on programming for the entire community and collaborate more with faculty. The number of students coming to Wellesley from abroad has increased, as has the amount of federal regulations related to their education. This year, the advisor launched a new peer leadership program for international students to focus mentoring by world regions.

Campus Center

A multi-year, multiconstituency committee developed the program for the Wang Campus Center, which opened in 2005. The mission of the campus center is to enable faculty, students, and staff to play and work together in common space; to give student organizations flexible meeting space; and to allow small and large students groups to gather spontaneously and for planned events. Students are the predominant constituency utilizing the space, particularly in the evening, but increasing numbers of faculty and staff host meetings and special events there. The building houses offices for student activities and CG.

Organizationally, the campus center is in the portfolio of the vice president for administration and planning.

Multifaith Program

Wellesley's multifaith program is a nationally recognized program integrating religious diversity and spirituality into our educational program. This program is coordinated by the Office of Religious and Spiritual Life (ORSL) and includes a dean of religious and spiritual life, a religious life team of chaplains and advisors, and a multi-faith student council. The office offers a series of programs on interreligious understanding, dialogue, and conflict resolution. In addition, community members are invited to discover common spiritual threads through educational programs on moral, ethical, spiritual, and life issues, and through community celebrations held in the chapel and multifaith center. To provide the College community with appropriate sacred spaces for religious and spiritual practice, exploration of religious diversity and spirituality, musical performance, community gathering, and educational programming, Houghton Chapel was renovated and a new multifaith center opened in fall 2008.

Honor Code

The community's strength depends on the degree to which we expect students to take responsibility for both their own individual actions and for the welfare of the College. The honor code proclaims the College's commitment to the importance of integrity in teaching, learning, and community life. In the early 2000s, there was a major revision of the honor code and procedures addressing potential violations. One tenet of this revision was that the code be reviewed every four years, so an additional review occurred in the 2007–08 academic year (for a full discussion see Standard XI.)

APPRAISAL

Survey data indicate that seventy-three percent of students are generally or very satisfied with the sense of community on campus.

- The 2007 residential life review noted that professional resident directors and student hall leaders serve important functions, including supporting students in crisis. Survey data indicate that more

than 50 percent of students consult with residential life staff and 70 percent attend floor or hall sponsored events. Seventy-four percent of seniors in 2008 were generally or very satisfied with the sense of community in the residence halls. The design of our newer residence halls encourages community gatherings, while some older halls lack space to fully accommodate hall meetings. More than 80 percent of seniors consistently are generally to very satisfied with our housing facilities, while the same percentage are generally to very satisfied with our student housing office and services. The majority of hall space includes double and single rooms with shared community bathrooms. Some students would prefer a wider variety of living options, such as suites or apartments.

- Over the past 10 years, division members have developed more position-specific leadership training for students. Currently, students who serve as first-year mentors, academic peer tutors, members of the residential life team, CG leaders, and club presidents each have a training particular to their group, but with much overlap in general leadership training. Owing to budgetary constraints in the past 10 years, student leader training programs prior to the start of the academic year were shortened. Though we usually have ample applicants to fill positions, some students cannot apply for these voluntary leadership positions because of the need to work to financial obligations. The issue of leadership in relation to student wellness and academic achievement is of concern and is discussed in the subsequent wellness section. Finally, there are no general training programs for first-years and sophomores to help them develop leadership skills.
- Although the College has been successful in creating a diverse student body, there is concern regarding the climate on campus. Survey data indicate varied reactions to campus diversity efforts. As noted in the 2007 senior survey: "While many students celebrated campus diversity and felt that they had learned a tremendous amount from peers with different backgrounds and different views, others bemoaned the self-segregation that negates some of the benefits of campus diversity. They felt that the various cultural organizations encourage such segregation and wanted more opportunities to interact across cultural lines and debate controversial issues." When asked to evaluate their entire educational experience at Wellesley, African American, Latina, and international students

more often rate the experience fair or poor compared to Asian American and white students (2007 Enrolled Student Survey).

The multicultural advisors find CAN a useful support network but do not feel they have the authority to institute College-wide educational programs. Students express the need for more advising, particularly for the lesbian, gay, bisexual, and transgendered student population. In focus groups, students noted the value of the cultural advisors' work in supporting individuals and student organizations, while also advocating for a unified multicultural office. A need is expressed for an office focusing goals across departments and coordinating collaborative multicultural programming. Additionally, students lament the lack of space to celebrate the College's commitment to diversity and multiculturalism; space allocated to cultural advisors and their groups is inconsistent in size and scope. The multicultural review committee noted the "tension between mediating identity and community, diversity and commonality, and safe cultural spaces and open integration spaces" (External Review of Multicultural Services, May 2007).

In addition to programs and services provided by cultural advisors, CG prioritizes diversity through an elected cabinet position of multicultural affairs coordinator. This student coordinates the Campus Wide Diversity Initiative (CWDI), a group of representatives from residence-based house councils and multicultural organizations on campus. The CWDI provides educational programs around issues of diversity on campus and sponsors an annual diversity conference, the Ally Convention, now in its fourth year. Many cultural groups put on yearly cultural shows, with the support of their advisors, to celebrate and educate about their culture. Over the past 10 years, the number and scope of these programs have evolved such that students from many cultural backgrounds are now participating in the shows; for example, the fall 2008 Slater International Show had 165 participants, many of whom were not international students. While students are proud of their organizations and their programming, some believe that the administration has passed responsibility for multicultural programming to student organizations.

- Many members of the community enjoy the campus center, believing it has created a new crossroad. The advisory board of students, faculty, and staff, meets regularly with the building director to insure it fulfills its mission. A year after the building opened, most seniors surveyed indicated that they appreciated the center's interesting nooks; the bookstore, mail, and food service venues; as well as the fact that it is open 24 hours a day (2006 Senior Exit Interview Report). Some faculty and staff experience the building as being remote, in part because it resides in an area of campus that previously housed only the power plant and a parking lot. Efforts to encourage further faculty and staff use include designation of a lunchtime faculty and staff dining room and institution of a monthly pub night.
- The 2005 review of the ORSL reinforced the importance of a renovated chapel and new multi-faith space. It further suggested that the College find ways to stabilize program funding, reduce the need for fundraising by the dean, and develop a set of indicators to assess program outcomes. Endowed funds raised during the Wellesley Campaign significantly addressed funding issues.

PROJECTIONS

- In response to the fall 2007 review of residential life a pre-planning group began work on creating a master plan for residential life. The master plan will inform a review of the residential life mission statement, philosophy, and program model. A major focus of the new model will emphasize integrating residential life with other aspects of students' lives, such as academic and wellness programming. Pending funding, residential halls will undergo major renovations based on the program model. In addition, hall renovations will address the current lack of diversity in living options. A regular program of evaluation and assessment will be added.
- In the next five years, we will conduct an inventory of current leadership programs and survey best practices in order to develop a consolidated leadership training program. Although the current fiscal climate limits our flexibility to begin offering compensation for student leaders, we will begin to consider possible options making these positions accessible to a wider variety of students, particularly those with financial constraints. Additionally, we

will consider implementing a broader program focusing on general leadership targeted to first- and second-year students to help prepare them for defined leadership positions.

- A March 2007 review of multicultural programming outlined the need to expand the program to achieve the goal that cocurricular programs support developing competencies students need to be full participants in a vibrant, multicultural community, as well as offering support to under-represented group. The reviewers recommended that the College assess and revise operational structure, staff roles, and responsibilities, and allocation of resources, programs, and space, in order to meet changes in our student body, particularly as more students identify as multi-racial and transgendered. One goal will be to use the multiplicity of students' identities to establish commonalities and interconnections. This work will be critical for implementing one of the key recommendations of the review team, "to make sure that the institutional commitment to diversity is expressed and manifest."
- Continued assessment of financial assistance for international students will be important.
- Evaluation of the campus center will continue for the duration of its life. It was constructed to accommodate changing needs, and in that respect, the program will never be completely finished.
- The multifaith program will focus on extending its reach on religious diversity and dialogue to a broader range of students. To achieve this goal, a wide range of activities are underway or in development, including monthly dinner and dialogue programs on religious and spiritual themes; the Art and Soul Café, a coffee-house style program highlighting spiritual themes through the arts; collaborative exhibits with the Davis Museum and Jewett Arts Center on themes of religion; and a lecture and academic conference series on religion and society co-hosted with academic departments and held in the multifaith center. In addition, the ORSL is piloting an online dialogue program, created by the dean of religious and spiritual life in partnership with software development company Ideologue Inc., that enables students to participate in difficult dialogues around controversial subjects in a positive and creative context.

WELLNESS

Campus Engagement

Wellesley students engage in academics, community life, and activities beyond the campus with ambition and drive. In a typical year, CG supports more than 150 student organizations. Seniors reflecting on their personal growth note increased confidence, open-mindedness, and assertiveness resulting from on-campus leadership experiences. The 2007 enrolled student survey data notes that 90 percent of respondents participated in at least one extracurricular activity, and two-thirds in more than one. Wellesley students report higher numbers of hours spent in cocurricular activities compared with students at some of our peer institutions. At a recent focus group, students shared the following: "People I met in cultural organizations helped to shape my academic trajectory"; "Extra-curricular activities provide an outlet for students with specific interest that they don't want to pursue academically"; "Extra-curricular activities provide balance and connection with other students."

Social Life

Despite attendance at many activities, at times students desire different social interaction—often defined as "hanging out time" with friends. The 2007 senior exit interview data provides the following summary regarding social life: "Social life on campus was described variously as abysmal or satisfactory, even good, if the student preferred low-key evenings hanging out with friends or had a way to connect with students at other area schools." CG hosted a social life forum in 2005 where they encouraged students to take more responsibility for the kind of social life they desire. Students note the limited opportunity for spontaneous gatherings because space is often booked for events. Students are regularly drawn off-campus for their weekend social life by our proximity to Boston and other colleges and universities. The campus offers bus transportation into Cambridge and Boston throughout the week. Students express a desire for more community-wide celebrations.

Typical of college campuses across the country, some student socializing involves alcohol. In 1999, the student life division charged a committee with writing an alcohol and drug policy clearly articulating

a guiding philosophy and plan of action to address violations of the policy. The policy includes a medical amnesty clause exempting students who seek help for themselves or friends from judicial proceedings based on the initial alcohol or drug policy violation. An alcohol and drug hearing board was created to address concerns about the number of students involved in unsafe substance use and to implement a consistent campus policy.

A shift to a 24-hour locked residence door system was made as part of efforts to address issues of social life and safety. The implementation of the system eliminated the need for mandatory bell desk system in residence halls. Subsequently, residence judiciary, which most often addressed violators of the mandatory bell desk policy for residents, was disbanded.

Wellness Committee

Subsequent to the 2001 student life task force, a cross-constituency wellness committee was formed to assess data, identify existing programs, and create new programs to engage students in behaviors improving their health and reducing the negative impact of stress. To support this work, the generous gift of a donor provided cardio-vascular equipment to a residence hall in each living complex, and a reducing stress/enhancing learning program runs yearly to teach students skills to develop clarity and centeredness and improve mental resilience.

Health and Counseling

The health service is directed by doctor and operated by a part-time doctor, full- and part-time nurse practitioners, and registered nurses. The counseling service is directed by a counseling psychology Ed.D. and managed mainly through the work of social workers and psychologists and with the support of a clinical training program that includes five trainees in the fields of social work and psychology. A consulting psychiatrist, working part time, supervises clinical nurse practitioners (one part time and one a full time). Through the counseling center, these staff provide assessment and when relevant, prescriptions for psychiatric medication.

In response to a trend of increasing use by students of the health and counseling services, we conducted an external review in fall 2005, evaluating the structure and scope of services. Recommendations included reallocating resources in both areas to focus

more on education and outreach, and reallocating staffing to cover high-use times and eliminate services at low-use times in the health services. We hired a consultant with expertise in higher education health care management to assist in planning for potential service adjustments. The largely underutilized overnight infirmary service closed at the end of spring term 2008 with needed medical services provided through MetroWest Natick Hospital. The health service has extended clinical hours from 4:30pm to 7pm Monday - Thursday, and is open on Saturdays from noon to 4pm. (Formerly there were no early evening or weekend clinical appointments; only an RN was available for infirmary issues.) The three-quarter-time director of health education shifted to a full-time position with assistance of a half-time health specialist. A part-time community outreach nurse educator position was established, and a full-time staff psychologist and coordinator of groups and outreach services joined the counseling team.

Emergency Management

National, local, and campus incidents have increased awareness of and concern for student mental health. Several new administrative structures have been established to respond to student needs and campus-wide emergencies. An emergency management group, formed in 2001, chaired by the chief of police (who reports to the vice president of administration and planning), has established protocols for addressing campus crises ranging from natural disasters to those created by human involvement. Additional emphasis has been placed on timely notification by a mass notification system that uses various media to alert the College community of a significant campus crisis.

Launched in 2006, the Deans' Advisory Committee (DAC) provides structure for student life administrators and the chief of police to collaboratively and comprehensively address the needs of students experiencing academic or personal difficulties. The DAC meets weekly to review plans of actions related to students of concern, and as appropriate, to expand outreach efforts to multiple departments and provide a more comprehensive response.

Physical Education, Recreation, and Athletics (PERA)

A commitment to student physical well-being, an important component of the educational program since our founding, continues to be a focus for the Physical Education, Recreation and Athletics Department. PERA strives to engage and challenge all students through a diverse physical education curriculum, varied types and levels of recreation programs, and competitive intercollegiate athletics. Wellesley affirms the physical education graduation requirement as an essential component of a liberal arts education, as physical activity enhances intellectual success, good health, and balanced living. Organizationally, PERA reports to the dean of the college.

A task force was convened in 2007 to create a new vision for a dynamic residential community of physically active participants engaged in programs to promote well-being, leadership, personal and life-long learning that balance and complement the academic experience. The task force endorsed a series of recommendations, including a challenge to exceed 60 percent annual student participation in organized physical activating including recreation, intramural, club, and varsity sports by 2011. As a result, PERA engaged in an extensive self-study in 2008 that led to six highly aggressive goals and a new statement of purpose: “PERA is the catalyst for all students to learn, play, compete, and achieve an active balanced lifestyle.” Three factors were identified as central to success: shifting campus culture, building partnerships and developing innovative programming, and improving facilities. New partnerships were formed with student life, including developing an assistant director for recreation, intramurals, and club sports internship position, funded in part by a grant from the National Collegiate Athletic Association. Enhanced recreational programming is offered weekly in residence halls; an intramural night was established; club sports support increased; and campus-wide communication was developed.

APPRAISAL

- Survey data indicate that more than 70 percent of students believe they successfully manage their time, balancing academic and cocurricular activities. Students willingly engage in these activities, undertaking them with great pride, yet at the same time, share concerns about high levels of stress. Students report feeling stressed by the sense of obligation to live up to the standards and examples of high participation that exists in student culture. Some students privilege their cocurricular activities to the peril of their academics. While the vast majority of students report that their general health is quite good, survey data also indicate an increase in students’ self-evaluation that stress negatively impacts their academic performance. Students admit that stress is often self-imposed, albeit amplified by equally stressed peers, in this culture with an intense, achievement-oriented student body. The challenge for the College has been to develop a campus ethic supporting student interest in and devotion to their cocurricular interests, without increasing stress levels in balancing these activities with academic responsibilities.

Though there are many community activities at the College, there is a spirit of individualism that permeates the culture, a sort of hale-and-hardy “I can do it on my own” sentiment. On the 2008 National Survey of Student Engagement, students are asked to rate the quality of their relationships with other students on a scale, with the phrases “unfriendly, unsupportive, sense of alienation” on one end, and “friendly, supportive sense of belonging” on the other. More first-years than seniors rank relations with other students positively (59 percent and 50 percent, respectively). First-year students and seniors rank faculty equally “available, helpful, sympathetic” (57 percent). Administrative personnel ratings fall more in the mid-range, with only 28 percent of first years and 32 percent of seniors rating them as “helpful, considerate, and flexible.”

- Although students recognize the value of administrative support structures, survey data indicate that students turn first to friends for advice on a host of topics, so mobilizing students to encourage each other to engage in healthy social interactions is important. Students serve on the wellness committee, and over the years, have launched successful social norms campaigns. The alcohol and drug

policy has been reviewed every two years, with revisions made in response to students' changing needs and patterns of alcohol and drug use.

- We participate in a number of health surveys to assess student behavior and these data surveys inform the work of the health education professionals. Dissemination of our students' responses to the National College Health Association Survey led to a variety of cross-departmental initiatives, including a campus-wide sleep campaign.
- Despite student opposition to the overnight infirmary closure, most now seem to accept the new program appreciating the overall staff increase for both health and counseling; increased health education efforts; expanded hours for clinical health appointments; and the effective arrangement with MetroWest Natick Hospital. Evidence of the new program's success stems in part from the high use of health services extended clinical hours and the after-hours on-call health and counseling lines.
- Since 2001, the College has significantly increased emphasis on emergency management through on-campus work to develop emergency plans that meet or exceed industry standards and collaboration with federal, state, and local agencies; other colleges and universities; and other campus police and security departments. Implementation of the emergency management system has facilitated conversations between campus police and students, faculty, and staff about the importance of emergency planning. Our community policing program seeks to enhance campus understanding of the link between their own daily practices and overall campus security and the importance of engaging in safe behaviors by upholding policies on residence halls access, securing doors when appropriate, etc.
- The work of the Deans Advisory Committee (DAC) has facilitated comprehensive management of student cases, reduction in duplication of effort, and good communication among offices. In addition, discussion of individual cases has stimulated assessment and modification of policy.
- Data and survey results indicate initial success with new programming: student physical activity participation in 2007 was 24 percent; satisfaction with recreation programs reflected a one-year increase of 11 percent from 2007 to 2008 (48 percent to 59 percent), following a five-year decline of 22 percent

(70 percent in 2002 to 48 percent in 2007). However, at a recent student focus group, students expressed concern that College culture devalues the role of physical activity. Additionally, students report they do not necessarily link well-being to academic excellence, and that faculty, staff, and administration should emphasize this more.

PROJECTIONS

- The Division of Student Life will establish principles for effective student engagement, communicate key messages based on these defined best practices, and run programs that reinforce them. Volunteerism and compensation for student residential life staff will be addressed.
- Anticipated renovations to older residence halls and changes in campus center usage may create spaces that allow for informal gatherings and meet other social life needs. The student life division will assess whether current community celebrations support social engagement and make changes as appropriate.
- New positions in health education will focus on responding to health data through targeted programs geared to improve students' health habits and continue to expand the scope of the wellness initiative. Healthy practices will be a focus through a campaign that defines basic health and wellness principles. Programs supported through our wellness fund will adhere to these principles, and be defined by a logo, uniting and increasing the programs' visibility. We will continue to evaluate clinic times and shift hours as appropriate, as well as evaluate our partnership with MetroWest Natick Hospital during the second year of operation.
- Campus police will continue its community policing program by visiting residence halls, participating in orientation, and sponsoring its own programs. Implementation of the mass notification system continues, with recent positive test results and the system will be regularly enhanced. Campus police will continue to participate in federal, state, and local programs to bring together professionals who address best practices, and to establish relationships necessary to position Wellesley well in the event of an emergency. The on-campus emergency management group will continue to be an important source of advice on emergency readiness, meet regularly, and conduct training exercises.

- During January and June, when individual case volume is low, the DAC will assess policies to determine whether the current focus on individual case review is effective. The DAC will review and refine policies related to medical and personal leaves, as well as address policy issues related to students' readiness to study away from campus.
- Though outdoor sports and recreation facilities were greatly augmented in the past five years, a dynamic indoor facility is needed to accommodate increasing student participation in physical education, recreation, and athletic opportunities.

ADVISING AND ACADEMIC SUPPORT SERVICES

Over the past several years, Wellesley has evaluated existing academic advising and support services, reorganizing and expanding structures and services to meet student needs, often through collaborative efforts within the student life division. The March 2005 review of the class dean system affirmed the continuing value of that advising structure and led to a number of changes. In particular, these changes included creating a director of advising and academic support services to coordinate planning and programming efforts within the class deans' office, the first-year dean's office, the Pforzheimer Learning and Teaching Center, the Davis Degree Program, and disability services.

In response to student needs and a range of assessment efforts, we developed a number of new or enhanced advising and academic support programs over the past decade. These initiatives include:

New Student Orientation Program

In 2003, the Office of the Dean of First-Year Students introduced a revitalized student orientation program, seeking to clarify the goals of orientation and develop programming to meet the needs of our increasingly diverse students. Introduction of a Web site for entering students, called MyWellesley, has facilitated the transition to Wellesley and enriched orientation by presenting information targeted to new students in a lively and interactive format before their arrival on campus.

Faculty Advising

Beginning with the Class of 2011, in response to annual surveys of the first-year class and senior class and the recommendations of an ad hoc committee on the first-year experience, which met during the 2005–06 academic year, Wellesley implemented a new faculty advising program designed to provide stronger faculty-student contact earlier in a first-year student's career, and to allow for faculty advising that continues into the sophomore year, when students make important choices about their majors and international study opportunities. Incoming students are matched with faculty advisors over the summer prior to orientation, based in most cases on students' indicated academic interests and other information gathered from them through MyWellesley. Faculty advisors take on new advisees every other year, allowing them to continue to work with a class into their sophomore year. About 100 faculty members serve each year, with an average advising load of seven students. Faculty and students are prompted to meet at least four times during the first year, at the beginning of each semester and at the midpoint, when students are registering for the coming semester. The faculty advisor's role is to help new students develop a broad understanding of the liberal arts experience at Wellesley, and to be a resource for finding answers to specific questions about courses, requirements, and campus opportunities.

Academic Support Services and the Academic Support Project Team

In response to a study of the academic performance of students from underrepresented populations (described more in the Appraisal section, below), we have initiated a number of projects and strategies, including conducting a review of multicultural programs (as noted above); working with student cultural group leaders to help them encourage students to use our academic resources; developing new cultural advising programs focused on academic success; bringing faculty and students together to discuss benefits and barriers of pursuing particular fields of study; and introducing the Supplemental Instruction Program (described in Standard IV). Some of this work has been done in collaboration with other colleges in the Consortium on High Achievement and Success.

WellesleyPlus

In 2007–08, the College began a pilot program for first-generation college students and students from under-resourced high schools, designed to provide support as they entered Wellesley. The program succeeded a summertime bridge program, called Pathways, which introduced students to important academic fields and success strategies effectively but was limited by its summer schedule. WellesleyPlus takes place entirely during the academic year, and includes academic, cocurricular, and advising components to develop a sense of a learning community among the students. Students participate in designated sections of Writing 125 that are coupled with a research and technology skills lab, for which they receive extra credit, and participate in programming that develops their academic skills and prepares them to take advantage of many campus resources.

Davis Degree Program

The College has been strengthening academic support structures for non-traditional degree candidates. There are 48 such students enrolled in the Davis Degree program in the fall 2008 semester. In fall 2002 the dean of continuing education resigned, and the class deans as a group assumed responsibility for advising these students, with one dean identified as the director of the Davis Scholar Program. The current Davis population is younger and smaller in number than at the program's founding in 1970, and it increasingly utilizes traditional-aged student support systems. The current program director, who serves as dean for all Davis Scholars as well as dean for a traditional-aged class, emphasizes academic support as the core of the program, and works more collaboratively with other departments.

Disability Services

In 2000, the College enhanced support for students and others with disabilities by hiring a full-time director of disability services, now considered part of the department of advising and academic support services. This office provides assessment and accommodations for all members of the Wellesley community needing assistance with a full range of disabilities, in order to provide access to educational opportunities for everyone at Wellesley. The work of this office is wide-ranging, from providing temporary support for campus visitors; to assisting with short-term assistance for students with injuries

or other issues; to ongoing engagement with students with significant learning or physical disabilities. The office also promotes disability awareness on campus through a variety of programming efforts for students and faculty. This work has expanded since the office was formed, and involves collaboration with many campus offices (housing, campus police, health and counseling services, and others), and most recently has included recruiting of a cued-speech interpreter, two half-time American Sign Language interpreters, and two half-time technical aides for visually impaired students.

APPRAISAL

Significant assessment efforts are underway in connection with a number of programs described above, as well as with the peer tutoring programs offered through the Pforzheimer Learning and Teaching Center, including:

- Orientation is assessed annually through a first-year students survey designed to ascertain whether programming meets stated goals. Since 2003, these assessments show strong overall levels of success in introducing new students to each other and to campus resources, as well as readying them to participate in our multicultural community. The program is somewhat less successful in preparing students for their first-year academic experience. MyWellesley is also assessed annually through surveys, focus groups, and interviews of students and staff and the results reveal the effectiveness of this technology in communicating with new students before arrival, as well as some challenges in managing the workload associated with the Web site.
- The new faculty advising program is currently being assessed through student surveys conducted after the first semester in the program, and through the annual sophomore class survey. This spring we will ask faculty advisors to complete a complementary survey. The first survey of the Class of 2011, taken after their first semester, revealed that students had met with their advisors earlier in the semester than in previous faculty advisor programs, and that students generally found their advisors helpful or very helpful on academic questions and in academic planning, and somewhat less helpful as they sought personal advice. Our goal is to measure the quantity and quality of interactions between students and faculty in these advising relationships. Although

not directly measuring the success of Wellesley's advising efforts, our programmatic changes are also being guided by the initial findings in the NECASL multi-college longitudinal study of the college experience (see discussions in Standard II and IV).

- In 2005, the College embarked on an examination of the academic performance of students from underrepresented minority groups led by an ad hoc committee of faculty, staff, and administrators (ASPT). Through their assessment we learned that the overall grade point averages for students of color were lower on aggregate than the grade point averages of white students, even when controlled for standardized test scores. This is an issue that Wellesley, along with many other colleges and universities around the country, has sought to address. Piloting the Supplemental Instruction (SI) program was one response to this study. Ongoing assessment of our SI program will involve analysis of grades received by students in the SI courses and of retention rates of these students in relevant departments (see discussion in Standard IV).
- In 2006, an external visiting committee reviewed services provided by the Pforzheimer Learning and Teaching Center (PLTC). The committee praised the College's strong commitment to effective peer tutoring services and made a number of recommendations for strengthening that program including taking steps to strengthen training provided to our tutors; and developing better systems for managing and evaluating the work of our peer tutors. In 2007, we completed a successful search for a professional director of programs to oversee and expand student services offered through the PLTC. The new director enhanced our existing online tutor training programs, adding six hour-long, in-person meetings over the course of the year to orient students to the work of being a tutor, and to provide time for them to reflect on that work and grow professionally. She is currently planning for the purchase of software that will allow us to track peer tutor usage and better understand how to use them effectively.
- We are conducting regular surveys and focus groups with the students participating in WellesleyPlus in order to evaluate the pilot and assess the need for changes.

- A 2007 external review of the Davis program support systems led to redesigning staffing support structures, eliminating the coordinator and administrative assistant positions, and adding a half-time assistant to the director. We consolidated general advising work for these students in one class dean, who also serves as program director, as recommended by the external review. The review also recommended that we develop some new methods of assessing student support needs and base future programming initiatives on those assessments.
- The work of disability services is highly variable, depending on specific needs of students and other community members at any given point in time. Over time, we have seen an increase in need for a wider range of support services. Our goal is to recruit part-time staff members, rather than relying on contract service work, so that we can provide more reliable and consistent support for student learning needs.

PROJECTIONS

- In order to prepare students as well as possible for their academic experiences, the first-year dean's office will continue to collaborate with faculty and staff colleagues on our orientation program. We will explore ways to recruit more faculty advisors to meet with new students during orientation week; continue revising our advising day component of orientation; consider moving placement exams and other assessments to an electronic format (to provide placement information to students and advisors earlier); and, in collaboration with Information Services, continue to enhance the content offered through MyWellesley. MyWellesley will continue to be an important element of students' transition..
- The results of the current advising surveying of students and faculty will guide our enhancements of the program over the next three years. The director of advising has two goals based on the initial responses from the Class of 2011: to find ways to ensure that more first-year students have a one-on-one meeting with a faculty advisor in advance of their registration for their first semester; and to develop a comprehensive program for second-year students to assist them in making major academic and personal decisions they face as they work to set up a successful upper-class experience.

- Based on our appraisal efforts to date, we are expanding our Supplemental Instruction program. We will include at least eight courses in spring 2009, including economics courses for the first time. We are responding to recommendations about our general peer tutoring programs by enhancing training opportunities and taking steps to consolidate tutoring work among a smaller number of peer tutors. By fall 2009, we hope to be able to use new software that will allow us to keep better records on our tutoring services, allow better evaluation of tutors, provide tutors with meaningful feedback, and ease the work associated with maintaining a large number of student workers on the payroll.
- Initial surveys and interviews with the first group of WellesleyPlus students indicate some successes, notably in creating a learning community. We plan to continue the program in its current form and work on developing an academic component allowing students to work on enhancing quantitative skills, perhaps in the spring semester after they complete their shared writing course.
- Using recommendations from the Davis external review and under the leadership of the Davis program director, the College will continue to assess and refine support programs for these students. We plan to continue the collaborative work of developing appropriate services for Davis students with other departments, such as the Center for Work and Service and the PLTC.
- For the near future, the recent disability services staffing enhancements should meet our needs. The director of disability services has no dedicated administrative support, a particular challenge as the responsibilities for the role have increased, and the class deans' administrative assistant currently provides some support; the College will need to assess this workload to determine the best way to meet needs. A review of disability services will be conducted in the next five years.

TRANSLATING THE LIBERAL ARTS INTO ACTION

The College's motto, *Non Ministrari Sed Ministrare*, "not to be ministered unto, but to minister" is a powerful organizing principle underscoring student and alumnae aspirations. Infused in Wellesley's culture, it is deeply embedded in the consciousness of students and permeates students' experience on campus, often impacting what they decide to do upon graduation. In the last decade, with the expansion of the College's internship program, administered through the Center for Work and Service (CWS), Wellesley repositioned itself as an increasingly important resource for students engaging as both local and global citizens.

During the last 10 years, the CWS has continued to strengthen its services based on student interest, institutional priorities, and changing technologies. A 2002 marketing project coordinated by an external consultant defined a broad range of goals to enhance student experience with the CWS. The CWS administrators approach their work collaboratively, involving students, faculty, and alumnae in program planning. Several major advances in the CWS occurring during the last 10 years are described below.

Internship Program

Through active collaboration between the Division of Student Life and the Office of the Dean of the College, the role of learning outside the classroom as it relates to the student's Wellesley educational experience has expanded. Increasingly, students pursue cocurricular internships with the goal of enriching their program of academic study. Approximately 35 faculty across disciplines assist annually with developing internships and screening internship candidates. Throughout the past decade, there has been some form of faculty participation in the overall leadership of internship and experiential learning programs through a faculty fellows program and a faculty director of internships and service learning.

A decade ago, Wellesley provided stipends for approximately 50 students to engage in internships. Today, more than 300 students participate annually in College-funded summer internships and research in 37 countries. The vast majority of funded internships support students in unpaid positions in not-for-profit and government organizations. Approximately 37 percent of these internships are international. A

2006 assessment revealed that 53 percent of seniors received a funded internship or participated in a funded research experience from the College. (See Standard IV for a more detailed analysis of participation.) Data from the Class of 2007 senior survey indicate that 80 percent of students participated in at least one internship experience during their four years of college. Funding for internships is awarded on a competitive selection process, with student applications reviewed by faculty committees.

Largely funded by alumnae endowments, and based principally on alumnae or faculty relationships, internships strengthen the student's academic experience while developing both faculty-student relationships and connecting alumnae to students and to the College. Wellesley provides stipend funding for students who have identified their own unpaid experiences and directs 63 Wellesley-specific programs ranging from a robust domestic American cities leadership program, where young women are mentored by senior-level alumnae, to a decade-old program throughout East Asia, to emerging programs in Africa, India, and Europe.

To enlarge and extend learning gained through internships with the entire community, Wellesley celebrates and explores the relationship between the liberal arts classroom and student participation in an increasingly diverse and interdependent world. Launched in 2001, the Tanner Conference, a day-long event held each fall in lieu of classes, is premised on the belief that a greater understanding of the learning that takes place off campus—combined with critical inquiry into the purpose, value, and effect of such learning—has potential to move liberal education in new directions. The conference provides a venue for faculty, staff, and students to discuss challenges to teaching and learning presented by new definitions of what constitutes the classroom.

Social Responsibility and Community Service

Student interest in considering social responsibility when making career choices provided the foundation for the Wellesley College Not-for-Profit and Public Service (NFP/PS) Program, launched by the CWS in fall 2000. The essence of the program is a not-for-profit and public service career track for seniors; however, the program also provides a forum for broader discussion of social responsibility.

Wellesley's approach to community service is based on social entrepreneurship. The College supports students' learning about the need for social change through the Lumpkin Institute for Service Learning, as well as through funding students pursuing community service opportunities. In 2007–08, we funded 25 students with quick-fix grants, designed to provide small amounts of funding (up to \$300 per individual/\$500 for groups) to support short-term projects not identified early enough to receive funding through more formal programs. We also funded travel grants to 77 students (up to \$1,000), which support short-term projects during breaks as well as the summer. Led by College faculty, staff, and not-for-profit practitioners, the Lumpkin Summer Institute for Service Learning, focused on social change issues, combines a weekly seminar with experiential internships in greater Boston that benefit not only students, but also the communities in which they serve. The College has strong ties to the Framingham Public Schools; 80 students volunteer each semester for a kindergarten reading buddy program, as well as a middle school math tutoring program.

The Peace Corps has recognized Wellesley College periodically over the past 10 years as one of the top small colleges providing volunteers to the Corps. In August 2005, *The Washington Monthly*, a political magazine, ranked Wellesley College first among national liberal arts colleges that graduate students who go into national and community service; that spend more on beneficial research; and that enroll and graduate low-income applicants.

Technology

With the development of a completely redesigned 900-page Web site in 1999, the CWS has changed the way students use resources and the way staff conduct their work. The Web site has been redesigned twice in the last 10 years, most recently incorporating blogs, wikis, online workshops, and podcasts.

APPRAISAL

- While we expanded the quality and quantity of experiential programs and made headway in tying these programs to academic learning during the last decade, we lag behind in the number of courses offered with an experiential learning component. Student interest in funding for internships and research currently far exceeds our ability to support worthy students. While we have robust funding in some areas (e.g., the sciences), our resources are scant for internships in other fields (e.g., law and the arts).
- Wellesley alumnae continue to be leaders in the not-for-profit and government sectors. The Alumnae Survey 2005 results indicate that on average, 25 percent of alumnae are employed in private, not-for-profit organizations, and 17 percent are employed by government or other public institutions, for an average total of 42 percent in both sectors. In developing the Not-for-Profit and Public Service Program, we increased our reliance on the leadership of these alumnae in mentoring current students. We see student interest in these sectors growing, especially in the area of international humanitarian work. Our emphasis on not-for-profit and government careers complements our large and powerful recruiting program, where the majority of companies are private concerns.
- Academic year 2007–08 saw continued leveraging of new technology to enhance the CWS Web site and deliver content to students and alumnae 24/7 through a new software platform: a portal offering students and alumnae one-click access to services.

PROJECTION

- We will continue to articulate and define the place and purpose of experiential learning in a liberal arts education. The academic planning task force has been engaged in this discussion and is likely to make recommendations about the program's scope. The College will need to determine if every qualified student should have the opportunity to participate in an internship or funded research.
- The Albright Institute, currently under development, will support the education of students for leadership in an increasingly complex and interdependent global environment. This institute will take an interdisciplinary approach to issues that inform and drive public policy and international affairs. The institute will likely include a non-credit Wintersession classroom component and potentially an internship. Faculty members in environmental studies and sociology are working with the CWS on potential experiential course components.
- Federal government positions are currently a major focus of the Not-for-Profit and Public Service Program due to the projected 44 percent staff turnover rate in the federal government occurring through 2010. More programs will be focused on this sector. Finally, we will facilitate growth of the Wellesley Alumnae for Social Responsibility network, now in its nascent stages, with the goal of having an active, affiliated, yet independent alumnae group within the next 10 years. We plan to collaborate with Alumnae for Social Responsibility on program offerings for our students, including, perhaps, establishing a Not-for-Profit and Public Service Institute. The number of CWS quick-fix and travel grants awarded has grown each year; in light of students' continued interest in community service both domestically and abroad, we expect applications to increase in the years ahead.
- In the next 10 years, the CWS will continue to streamline Web pages and resource delivery for increasingly mobile devices. Web conferencing technology will be used for workshops, meetings, and working with students, alumnae, and employers, minimizing travel all around.

STANDARD VII:

LIBRARY AND OTHER INFORMATION RESOURCES

During the past decade, the landscape of scholarly communication has dramatically altered, fueled by rapid transition from print to digital information resources, coupled with emergence of open-access strategies for publication and distribution of journal articles, technical reports, etc. As faculty and students increasingly rely on discovery tools such as Google, the library's catalog is becoming more Google-like, incorporating Web 2.0 features and providing an integrated approach to searching multiple information resources, including resources owned by other institutions. Due in part to the ease of discovering these materials, providing "on demand" access to information resources as an alternative to on-site, locally held collections is an accepted and often preferred method for obtaining needed materials because of the speed and convenience of digital content delivery to the desktop.

Changes of similar magnitude have occurred within the instructional technology environment, driven in part by forces described above. Ready access to course-related digital content, including textual, audio, and visual resources, is supporting new pedagogical strategies that enrich the classroom experience and expand the nature of course work by incorporating multimedia assignments. Nearly all courses make use of FirstClass, the College's e-mail/conferencing application, to deliver content (e.g., course syllabus, required readings, images; links to relevant Web sites, etc.) and to provide an environment for continuing dialogue among students and with the instructor via course-related conferences. More than 90 percent of classrooms are equipped with instructor workstations, multimedia equipment, and digital projection units, providing the infrastructure to support technology-enabled instruction.

For members of the Class of 2012, the "world-wide Web" has always been present; most (all?) participate in social networking sites, and a significant percentage are engaged in self-publishing individual content through blogs, wikis, podcasts, etc. Students overwhelmingly choose to own notebook computers, highlighting the change in expectations that access to information should be immediate, and connectivity should be constant. And, increasingly, much of students' ongoing communication and information access needs are being met by other portable data

devices, such as smartphones, iPods, etc., signaling a trend away from the "formality" of e-mail to the spontaneity and immediate accessibility of text messaging.

In response to students' mobile computing needs, the College is implementing a campus-wide wireless strategy, beginning with expanding wireless access, using the current 802.11n wireless standard, in all major academic and administrative buildings, and continuing with residence halls during fiscal year 2009–fiscal year 2010. In recognition that access to a working computer is a key component of student success in the classroom, in fall 2008 we began transition from a primarily residence-based support model for student computing support to an array of distributed services, expanding telephone service and on-site assistance. For the past six years, in order to further ensure access to computing, a class gift funded purchasing computers for selected first-year students with high financial need, allowing the College to achieve 100 percent student computer ownership.

INSTRUCTIONAL SUPPORT AND TRAINING

IS staff members annually offer nearly 200 instruction sessions at all levels of the curriculum, designed in consultation with faculty members and tailored to the information needs of particular courses. During these sessions, students are introduced to relevant information resources and directly engage in identifying, evaluating, and retrieving a variety of information types and formats so that they may independently construct their own research strategies in the future. Due to the increasing number of multimedia course assignments, student multimedia project support is offered by IS staff in partnership with IS student assistants, who have received appropriate technology training. Individual research consultations are provided for students engaged in advanced research and thesis preparation.

As part of a newly conceived instructional initiative to support selected students making a successful transition to college-level coursework, IS staff design and teach a weekly for-credit laboratory component of designated sections of the introductory writing

course. The lab augments the course with instruction in the nature and content of scholarly information resources; appropriate use of intellectual property; discovery, evaluation, and retrieval of information resources; and developing competencies in using technology and multimedia tools and resources. The goal, in short, is for these students to develop information fluency.

In addition to these instructional activities, IS staff members offer two other credit-bearing courses: Book Arts Studio (ARTS 107), where students gain hands-on experience in the art of bookmaking; and, Papyrus to Print to Pixel (EXTD 240), focused on the changing technologies of written communication. Both courses make innovative use of the resources of Special Collections, Book Arts Laboratory, Conservation Center, Knapp Media and Technology Center, as well as an array of specialized collections and technologies both old and new.

Students, faculty, and staff may participate in a variety of other training opportunities, including ElementK, a suite of self-directed technology training materials for College-supported applications such as Word, Excel, Access, Photoshop, etc.; instructor-led technology workshops offered by third party vendors contracted and funded by the College; and drop-in support for student computing needs (Computing FirstAid) as well as “deskside” support sessions for faculty and staff customized to the individual’s specific needs, both of which are provided by IS staff. Self-help materials, such as application documentation and links to vendor-provided support, are offered via the IS Web site. In partnership with the Pforzheimer Learning and Teaching Center, IS offers programs highlighting services and resources of particular interest to faculty in their teaching. During summers, faculty are given the opportunity to work with IS staff and technology student interns to design and create course-related Web sites, departmental Web resources, and other instructional technology applications.

LIBRARY AND OTHER INFORMATION RESOURCES

The collections are shaped by the College’s curriculum. As interdepartmental programs are introduced (e.g., Media Arts and Sciences, Environmental Studies, South Asia Studies), language offerings are expanded (e.g., Arabic, Hebrew, Korean, Urdu), and courses are added or modified, these changes are reflected in

the nature and scope of our collections. The Web-based tools now available for locating and acquiring information resources have vastly expanded, opening new avenues for obtaining materials from around the globe.

Library collections continue to bear resemblance to collections of the past decades: more than 11,000 print volumes were acquired during fiscal year 2008, a rate consistent with previous years. The percentages of funds allocated to purchase monographs and serials have remained fairly constant: 35 percent for monographs/65 percent for serials in fiscal year 1999; 33 percent and 67 percent respectively in fiscal year 2009. These statistics, taken alone, tell a story of stability and continuity. However, a decade ago, approximately four percent of our collections budget (\$75,000) was dedicated to electronic resources (data files, CD-rom serials, electronic reference tools, etc.). Today, approximately 44 percent of our budget (\$1,100,000) is expended on digital resources, including serial content licensing, purchasing monographs and reference tools, database fees, and document delivery. The collections and our strategies for meeting the community’s information needs are being transformed by digitization, disaggregation of content (serial title subscriptions to articles; CDs to tracks), and new means of delivery (streaming video and audio; vendor-hosted Web content).

As mentioned above, providing on-demand access to materials via various resource-sharing methods is a core component of our service strategy. Wellesley is a member of various consortia, including the Boston Library Consortium, NExpress, and the Oberlin Group of Liberal Arts College Libraries. A fundamental element of membership is reciprocal expedited document delivery services—sharing resources to meet the information needs of our constituencies. Generally, requests are fulfilled within 72 hours, with many individuals receiving next-day service for requested articles, book chapters, etc. The ease of searching, locating, requesting, and receiving information resources held by other institutions has dramatically altered the research experience for students and faculty.

We have adopted a multi-pronged approach for managing digital content, specifically creating, identifying, storing, retrieving, and preserving these resources. Wellesley is an institutional participant in iTunesU, which offers a venue for distributing locally

produced digital content (e.g., lectures, musical performances, college events) to audiences both on-campus and off.

Propelled by rapid growth in “born digital” institutional records, the College has recently adopted a records management policy as a first step in establishing a records management program to ensure perpetual accessibility to critical institutional records, including electronic records. We have implemented Nolij, a document management solution, initially being applied to meet the institution’s needs with identification, management, and retention of financial records. And, most recently, we have selected Luna Insight to manage the College’s digital image collections.

While our preservation activities for library collections continue to include commercial binding, increasingly our efforts and budgetary resources are directed toward digitization as a preservation strategy. Wellesley is an active participant in the Boston Library Consortium’s partnership with the Open Content Alliance (OCA), dedicating annual funding to support this initiative. During the OCA digitization center’s first six months of operation, we sent more than 600 books to be scanned. We anticipate that this cost-effective approach will meet our near-term needs for digitization of monographs, microforms, and other locally held library resources. In addition, Wellesley is a member of Portico and LOCKSS, two strategies for preserving scholarly literature published in electronic form, ensuring these materials remain accessible to future scholars, researchers, and students.

These shifts in allocation of financial resources and delivery of services have been matched by a realignment of human resources, as staff members have assumed responsibilities in managing electronic resources, reviewing and authorizing licensing agreements for digital content, copyright compliance, creating digital content and accompanying metadata, and digital preservation. In 2008, we began using vendor-provided services for creating bibliographic and authority records for current acquisitions as a means of gaining staff time to support these emerging needs.

FACILITIES

The College library’s facilities consist of the Margaret Clapp Library, the Art and Music Libraries, located in the Jewett Arts Center; the Science Library in the Science Center; and the Astronomy Library in the Observatory. During the past decade, the primary objectives identified in the 1995 Library Master Plan have been met: 1) the Knapp Media and Technology Center, which opened in 1997, continues to thrive, providing a wide range of services and resources in support of the community’s multimedia technology needs; 2) in 1999, Special Collections and Archives were renovated and a preservation/conservation facility was created on the fourth floor; 3) the main service floor renovation, completed in 2003, incorporated the computing support helpdesk and created a variety of study spaces; 4) and, in 2005, the first floor renovation occurred, introducing a redesigned and accessible space, accommodating groups of up to 100 attendees. During fiscal year 2009, adjustments to the Clapp Library building systems will occur to rectify continuing HVAC issues.

One of the highest priorities of the Master Plan was to address the need for additional stack space, with the goal of accommodating collections growth for 15 years. In response to the decision not to expand current library facilities, we initiated a variety of strategies to relieve pressure in the stacks. During the past eight years, more than 100,000 print volumes have been transferred to an off-site storage facility in Palmer, Massachusetts; while a cost-effective strategy for accommodating collections growth, annual storage, and delivery costs of approximately \$50,000–\$60,000 have been incorporated into the collections budget. We have developed cooperative retention agreements with other BLC libraries to share responsibility for providing continuing access to print serials. Because of the commitment of publishers to deposit digital content with Portico and LOCKSS, we have opted to rely on E-only subscriptions rather than continuing to provide access to both print and electronic versions. These steps, in conjunction with the continuing transition from print to digital, have allowed us to meet the Master Plan goal without costly investment in additional on-campus stack space.

Nearly all classrooms, including seminar rooms, are equipped with instructional technology, including projection, media equipment, document cameras, and instructor’s workstations. Thirteen classrooms also

contain computers for student use. Shared technology facilities, with access to specialized software, are located in Jewett Arts Center, Pendleton Hall, and the Science Center, in addition to the Knapp Center in Clapp. In 2007, a multiple workstation computer lab and a large-scale plotter were added to the Science Library, reflecting the changing nature and use of scientific information sources.

STAFFING

The Information Services division provides resources, services, and tools enabling each member of the College community to access and use information and technology. In 1998, there were approximately 85 FTE staff members and 300 student assistants (an estimated 52.7 FTE); in 2008, approximately 90 FTE staff and 200 students (an estimated 31.7 FTE) make up the IS organization. Though there is a net gain of five staff positions (a six percent increase), the current number of staff represents roughly a 10 percent decrease from a high of 98.34 positions in 2002. The greatest increase in IS staff has been in support of instruction, followed by growth in FTE to support central systems and enterprise applications. Reductions have occurred in the number of IS administrative positions.

In order to meet the community's needs and respond to ongoing technological changes, we have altered IS' organizational structure, reallocated positions, redefined and/or eliminated work, and in some cases, transferred work to outside providers. In fiscal year 2007, IS engaged in a planning process that led to a number of organizational changes, including creation of a director of planning and communication, and the introduction of a project management process. Our goal is to be a flexible, resilient organization that can quickly respond to the community's needs.

Technology expertise resides in many administrative departments, including those responsible for institutional data (the data owners) within SunGard/SCT Banner, our ERP, and those that maintain an active Web presence, such as Admission and the Alumnae Association. IS staff work in partnership with these experts and are assigned as liaisons to administrative departments. In addition, nearly all administrative staff members are expected to have facility with basic productivity tools, such as Word and Excel, as well as familiarity with Banner.

POLICIES

The College develops and maintains policies related to appropriate use of technology systems, resources, and intellectual property. Entering students and new faculty receive an introduction to these policies, and on an annual basis, IS distributes materials to the campus community regarding these policies, highlighting changes in the regulatory environment that may affect current practices. For the full text of IS policies, please visit www.wellesley.edu/InformationServices/ispolices.html.

APPRAISAL

IS participates in a variety of annual surveys sponsored by organizations such as EDUCAUSE, the Boston Library Consortium, and the Oberlin Group. These surveys provide comparative data from peer institutions in a number of areas, such as staffing levels by function, expenditure patterns, and technology infrastructure. Wellesley was a founding member of the Merged Information Services Organization (MISO) survey group and has participated twice in this survey (2005 and 2008), which gathers data by constituency regarding the level of satisfaction with the range of services and resources provided. From this survey we have comparative data with approximately 35 other IS organizations as well as longitudinal data for Wellesley. We were participants in the FYILLAA (First Year Information Literacy in the Liberal Arts Assessment) survey, and through this have comparative data regarding the effectiveness of our library instruction programs. In addition, as part of the fiscal year 2007 IS planning initiative, we conducted five in-depth site visits with technology/library organizations at other institutions to learn more about their operations and the strategies each employs to meet the needs of their campuses. All of these methods for gathering and analyzing data inform our decisions regarding priority setting and allocating resources as we work to improve and increase the effectiveness of our services.

PROJECTIONS

The pace of change continues to accelerate. As we look ahead, five major topics emerge:

1. **Information resources:** As we continue to aggressively move from print to digital information resources, we need to determine the nature and scope of the library's collection. What should we select and "permanently" acquire for the collection, and what should be acquired "on demand" to meet an individual's request? Will we move from being collection stewards to information "wranglers", a term in vogue to describe the process of obtaining information on an as-needed basis in a variety of formats from multiple sources? Will open-access publication models supplant traditional publishers, and what will the impact be on the nature of scholarly communication? How will these decisions affect the research process for students and faculty? What will be considered a tenure-worthy record of scholarship?
2. **Information discovery and assessment:** Community members have many options for identifying, locating, and retrieving needed information. What is the role of the library catalog as an information discovery tool? Will Google and/or Amazon be the starting point for finding information? How do we educate our community to evaluate the reliability and veracity of information obtained from sources not previously vetted?
3. **Digital asset management, data archiving, and preservation:** As an increasing percentage of critical institutional information is produced and stored in digital form, how do we ensure perpetual access to these resources? Should we establish an institutional repository as a means of managing, storing, and providing access to the intellectual capital represented in our faculty and students? What is the role of IS in producing digital content?
4. **Facilities:** In an increasingly mobile technology environment, we need to understand and more clearly articulate the role of the library as place. What is the support model for community members who expect ubiquitous and continuous connectivity—does it continue to be place/residence-based or does it become a mobile and/or virtual support model? Do we need to maintain shared technology facilities to support advanced technology needs? Does instruction continue to occur primarily in classrooms and labs, or will virtual classrooms become a viable alternative for the liberal arts curriculum?
5. **Staffing and training:** We need to ensure that students have the skills they need to be successful in the classroom, and that faculty have the support necessary to be effective in their teaching and productive in their research. How do we support faculty in their use of technology and information resources for instruction and research? How do we meet rising expectations for technology support of newly hired faculty? How do we maintain the breadth and depth of skills of IS staff needed to support community members in their use of information and technology resources?

STANDARD VIII:

PHYSICAL AND TECHNOLOGICAL RESOURCES

PHYSICAL RESOURCES

The Wellesley campus is one of the College's most prized assets. Students and alumnae cite the physical campus as an important feature of their Wellesley experience. The property owned and maintained by the College comprises over 500 acres. Originally designed in part by Frederick Law Olmsted, Jr., the core campus consists of 65 academic, research, residential, and faculty and student service structures, and includes a power plant, a cogeneration plant, and an arboretum. The buildings consist of over 2.2 million square feet, with a current replacement value of over \$1.2 billion. The College also owns and maintains 105 faculty rental housing units; the 9-hole Nehoiden golf course; and 40 acres of land directly across Route 135. Situated as it is on a Massachusetts "great pond", Lake Waban, the campus is also a destination for local residents for walking, running, and boating.

Major administrative and instructional facilities of the College include: the academic quadrangle bounded by Green Hall, Founders Hall, Pendleton Hall, and the Jewett Arts Center and Davis Museum and Cultural Center complex; the Science Center complex, including Whittin Observatory; and the Margaret Clapp Library. Founders and Pendleton Halls are two main classroom buildings and house the humanities and social sciences, respectively. The Science Center complex includes teaching and research laboratories and supporting equipment, classrooms, offices, and computing facilities for the students, faculty, and staff who teach, learn, and work in the science departments, as well as psychology, computer science, and mathematics. The Davis Museum and Cultural Center provides galleries for special exhibitions and is home to the College's permanent art collection. The Jewett Arts Center consists of an art wing, a music and drama wing, and houses a music library, practice studios, classrooms, offices, and a 320-seat lecture auditorium.

The College has 16 residence halls and several smaller residential buildings. Nine halls have kitchens for student use, and six dining facilities are located within the residence halls. Each residence hall has the capacity for 115 to 140 students housed in single and double rooms, with some suites.

Additional major facilities for the college community consist of: the Lulu Chow Wang Campus Center, Nannerl Overholser Keohane Sports Center, Diana Chapman Walsh '66 Alumnae Hall, Houghton Memorial Chapel, the Knapp Media and Technology Center, the Newhouse Center for the Humanities, and the Wellesley College Club. The 150,000 square-foot sports center consists of three interconnected buildings housing athletic facilities, including an indoor swim center, fitness equipment, training rooms and indoor track. Diana Chapman Walsh '66 Alumnae Hall houses a 1,000-seat auditorium/theater, large ballroom, and the Ruth Nagel Jones Black Box Theater. Houghton Memorial Chapel houses the College's main chapel and a newly created multi-faith center. The Knapp Center, occupying 1,900 square feet in the Clapp Library, houses multimedia workstations, group study rooms, and video productions facilities. The newly-created Newhouse Center for the Humanities provides office space for visiting scholars as well as gathering and meeting space for faculty seminars and colloquia.

Approximately 150 physical plant staff maintain and oversee the College's buildings and grounds with a total annual budget in fiscal year 2008 of more than \$27 million. Three years ago, leadership of the physical plant department underwent a major shift, with the retirement of a 25-year director and the hiring of a new leader for facilities. The new leadership title changed from director of physical plant to assistant vice president for facilities management and planning, reflecting current practice in the field. The orientation of the department is in the process of switching from an "on-call" mentality to one of planning and strategic goal-setting.

The results of two major planning processes now undergird the work of our facilities management. In 1998, just at the end of the last reaccreditation review, Wellesley completed a landscape master plan that reviewed the history of the landscape; provided principles for its development, maintenance, and restoration; and identified several major landscape projects. In 2007, we completed a comprehensive facilities plan in order to provide a statement of all capital needs, enabling planning and execution of an

orderly capital improvement program over the next decade. In order to accomplish this, the project was organized around several tasks. The project team established strategic facilities planning principles, consolidated all existing capital projects, and conducted a space capacity and use analysis. The team then embarked on a facility condition evaluation that included field inspections of the buildings' condition, a review of selected roofs and exteriors, and 16 building user group meetings. The capital project plan was then developed, including a formulation of all building projects, cost estimates, and a calculation of urgency of need. (The project is described in detail in the final report, dated February 2007).

Among the study's many findings, a few stand out for the direction they give to future project development. While Wellesley has by any acceptable measure more than adequate square footage to carry out our mission, some of that space is in need of modernization to meet current program requirements. The total replacement cost of Wellesley's buildings is approximately \$1.2 billion, and the total amount necessary to completely fulfill all programmatic and physical needs of the buildings approaches \$500 million. (This is not a "deferred maintenance" figure, but the amount required to address all maintenance needs and ensure that the buildings can adequately support program goals.) Approximately 60 percent of the cost is attached to building infrastructure and mechanical services. The plan provides necessary data to establish priorities for facilities maintenance, modernization, and renovation for several years.

Plant Maintenance and Ongoing Construction

The facilities management and planning department oversees a number of major maintenance, renovation, and new construction projects on an annual basis. Over the past 10 years, we have spent approximately \$235 million on projects of this kind, including:

- Complete renovation of Pendleton Hall East
- Renovation of the Science Center
- Construction of the west campus projects: Wang Campus Center, Davis Parking Facility, new maintenance services building and Alumnae Valley
- Continuation of renovations to Clapp Library in accordance with the master plan for the building

- Upgrades to the power plant and major engine rehaults
- Replacement of Davis Museum roof
- Numerous major improvements to the landscape
- Creation of the Newhouse Humanities Center
- Renovation of Houghton Memorial Chapel and creation of the multi-faith center
- Renovation of Oakwoods to become Weaver House, home of the admission office
- Complete renovation of Lake House residence hall
- Infrastructure projects including steam line replacements, new water treatment facility, and replacement of all underground utility lines in the area of the Chapel lawn.

In the last decade, Wellesley College also substantially completed a long-standing project to remediate the area of campus in which the former Henry Woods paint factory routinely dumped lead-based products into the pond. Known as "Paint Shop Pond", this \$45-million project rescued 30 plus acres of contaminated and unusable land and cleaned up the northern cove of Lake Waban. Previously one of the most contaminated sites in Massachusetts, its successful remediation allowed for creation of much-needed playing fields and a track. The northern cove of Lake Waban was restored to its current pristine state and 7.5 acres of wetlands were recreated, representing a 30 percent increase in wetland area. The clean up transformed unusable land into healthy and viable habitats for numerous species of fish, amphibians, and other wildlife.

With each renovation project, Wellesley brings the particular space into compliance with all the requirements of the American with Disabilities Act. In addition, each year we undertake several small projects that increase accessibility to building and landscape spaces. Compliance with these regulations is a high priority of the facilities management department. In fulfilling this priority, the department works closely with the disabilities coordinator and the on-campus committee on disabilities, to identify spaces requiring the most urgent attention.

Environmental Health and Safety

The mission of the office of environmental health and safety is to serve the College community by working with individuals and departments to comply with applicable environmental, health, and safety regulations and standards. The office provides a broad range of services in support of a safe learning, living, and working environment by providing technical support, information, and training programs. The director of the office chairs a campus-wide committee that looks at environmental health and safety concerns; she also sits on or chairs as many as eight other committees that review issues such as asbestos management, biosafety, emergency management, and integrated pest management. In collaboration with member colleges of The Boston Consortium for Higher Education, environmental health and safety offers training in hazard communication, lab safety and chemical hygiene, and hazardous waste training. The office also sponsors several other training sessions in the classroom, on the Web, and in conjunction with OSHA. Issues of environmental health and safety on a campus of many older buildings and acres of landscape require constant vigilance, with special attention to compliance with the many state and federal regulations that govern this area of campus life.

Sustainability

In 2005, Wellesley established its first sustainability committee, a multiconstituency group co-chaired by the executive assistant to the president and the associate director of facilities. That committee developed a policy statement, which was approved by the president in February 2007:

Wellesley College considers environmental sustainability to be an important component of its core mission. As part of this commitment, the College will consider sustainability as a factor in all institutional decisions. Members of the Wellesley community have individual and collective responsibility for environmental stewardship.

In January 2008, the committee co-chairs brought forward a report on sustainability progress to date (“Wellesley College Sustainability—January 2008”). The report outlined aspirational goals in four areas:

- **Water conservation:** a goal to reduce water consumption by an additional 25 percent by 2013, for a total reduction of 50 percent between 1999 and 2013. (Wellesley is self-sufficient, relying completely on its own wells and water treatment.)
- **Waste reduction:** a commitment to decreasing the total solid waste stream by 20 percent by 2013 and to increase the amount recycled by 25 percent by 2013.
- **Energy use:** a commitment to reduce consumption of electricity by 13 percent by 2013, for a total reduction of 25 percent between 2003 and 2013, and to reduce consumption of other energy sources by 15 percent as buildings and systems are upgraded.

For every new construction or renovation project, the College fully evaluates all options for sustainable building. With the renovation of the Alumnae Hall, slated to begin in the winter of 2009, we will file for our first LEED certification; we are evaluating other recent new construction to determine if we may file retroactively.

APPRAISAL

The Facilities Planning and Management department uses benchmarks developed by Sightlines LLC to measure its effectiveness across a number of functions and activities. The data supporting this benchmarking are updated annually and available online for use in analyzing performance. The member institutions of the Sightlines higher education study are also available for consultation and sharing of best practices, as is the Sightlines staff. As members of other consortia, Wellesley also has access to comparative data from those member colleges and universities about facilities performance and standards. Finally, both the vice president and the assistant vice president who oversee facilities are active members of national and regional associations that make available a number of ways to compare performance with other institutions, and variety of resources for the sharing of best practices.

In the last decade, Wellesley has experienced a significant level of new construction, with the development of the west campus, made up of the playing fields constructed as part of the Paint Shop Pond remediation, the new parking facility, maintenance services building, campus center, and the restored Alumnae Valley. This has occurred while

several significant renovation and modernization projects were underway. The campus has also seen a major emphasis on the restoration of its historic landscape. Even with these efforts, there are important campus needs yet to be met in the physical plant.

PROJECTIONS

- **In the near future, the College's decision on capital program needs will be guided by the results of academic planning, integrated with the findings of the comprehensive facilities plan.** We now have the data to understand our facilities needs and the processes in place to identify the most urgent academic needs requiring facilities support. The priorities of the near past may not be appropriate for the immediate future. A process for making those choices and setting priorities is needed.
- **Important decisions about space usage remain to be addressed.** While the facilities plan showed that the College has no lack of square footage, much of the space is not adequate for current and future program needs. Policy decisions on space assignment and space standards are a necessary first step in solving space problems on campus. Processes for making these decisions and plans for funding implementation of the priorities are needed.
- **We must address the need for building a more predictable revenue stream to support asset renewal and renovation.** One major challenge is to take up the long-term work of identifying greater support for asset renewal and renovation in the operating budget. Another challenge is to more fully integrate the facilities plans with fundraising priorities. This work is imperative, and yet it will be tempered in the near term by our ability to expand available resources.
- **Sustainability efforts will remain a high priority of the facilities management department, and the campus as a whole.** The continuing education of the community and incorporation of new practices into the operation of the campus are important features of this initiative. Current goals must be met, new goals must be developed as appropriate, and the entire effort needs to be continually renewed and refreshed at the same time that it becomes a larger part of the campus fabric.

TECHNOLOGICAL RESOURCES

Technological change is constant, requiring continual renewal of existing infrastructure and implementing new strategies to meet our community's expanding information needs. During the past decade, students have come to prefer notebooks to stationary desktop units, with many now relying on feature-rich cellular phones as their primary communication and information access tool. Students and faculty desire and expect to have access to needed information anywhere and anytime. Our service delivery methods have substantially altered to accommodate use of portable devices by this increasingly mobile population. While our technological environment has been significantly enhanced, use of notebook computers, wireless networks, portable storage devices, and cellular phones has dramatically increased concerns about information security and individual privacy.

Network

The College's network has undergone numerous upgrades during the past decade, both to maintain current standards and to respond to ever-growing needs for speed and capacity. In 1998, the Wide Area Network (WAN) was upgraded from a single T1 (1.5 Mbps) to two T1's (3 Mbps), with regular upgrades occurring in subsequent years. Wellesley joined Northern Crossroads (NoX) in 2005, adding 200 Mbps; in 2007, an additional 100 Mbps was obtained through another provider, offering some redundancy and flexibility to respond should network outages occur. In August 2004, we began upgrading to Cat 6, spending more than \$2 million over the next four years and completing the project in September 2008. Wireless was introduced in 2000, with limited installations in residence halls incorporated as part of our construction projects. In 2008–09, we began an aggressive plan to upgrade and dramatically expand our wireless network, with the goal of providing wireless access in all residence halls and major academic buildings by December 2009. During this project, we introduced the current 802.11n standard.

As part of our efforts to maintain a reliable network environment, a number of tools were implemented, including a traffic shaping appliance in 2001, network registration of client computers in 2004, and CleanAccess in 2005–06, which requires confirming software updates and virus protection prior to authorizing use of the campus network. Two fire-

walls are in place: one at the campus perimeter (connection between the campus network and the Internet), and the other for critical institutional applications such as the College's ERP. In January 2006, we implemented a "deny all" default rule on the campus firewall as a means of preventing (or at least reducing) the threat of malicious attacks. During fiscal year 2009, we investigated and began implementing an intrusion detection/prevention strategy to further protect our network environment.

In response to demand for "anytime" services, we introduced an emergency on-call system and have instituted regularly scheduled monthly maintenance windows so that routine network and system upgrades may be performed while keeping disruptions in essential services to a minimum.

Systems

The number of systems has proliferated during the past decade. While maintaining primary focus on SunGard/SCT Banner, the institutional ERP since 1994, a number of specialized applications have been added, such as Mediat (health services), R25 (events scheduling and campus calendar), Noli (document management), Pinnacle Communications Management suite (telecommunications), MeetingMaker (calendar management), and VideoFurnace (delivery of digital video content). Innovative Interfaces, Inc. has been the library's system vendor since 1987 and continues to improve and enhance the product, most recently launching Encore in 2008. FirstClass, the College's e-mail and conferencing tool, requires ongoing management and support, including significant storage requirements for message/attachment retention. In response to the challenges of maintaining multiple servers, we are moving to a strategy of hardware virtualization (VMware) that provides greater flexibility in deploying our resources and quicker response when hardware failures occur. To meet our storage needs, in 2002, we adopted a NetApp strategy that also allows for more efficient and effective resource deployment and improved responsiveness. And, in an effort to address concerns about potential data loss on institutionally owned computers used by faculty and staff, in fall 2008, we began implementing a strategy to provide campus-wide back-up services for files maintained on individual computers.

On a daily basis, community members use a number of these technology applications, with multiple passwords and authorization/authentication procedures. In 2007–08, we selected the Oracle Identity Management solution and began to design a comprehensive identity management strategy for campus, with the goal of completion in 2010. Though we will not fully reach a "single sign-on" approach, this project will significantly enhance account management, mapping individual roles and responsibilities to authorized access and functionality, and will help strengthen data security and protect individual privacy. Anticipating need for college-wide data security policies, a security task force was formed in 2008. The work of this group will complement and expand on the College's policy for "Responsible Use of Information Technology Resources" and other practices associated with individual privacy.

Telecommunications

In 2007, telecommunications combined with the systems and network group to form the technology infrastructure group. This organizational restructuring reflects convergence of these technologies and provides for improved integration of planning and resource allocation. A VoIP pilot project was conducted in 2007–08, with the finding that at present, there is no compelling reason to implement this solution, given the viability of our current telecommunications infrastructure. However, the pilot provided us with the opportunity to evaluate this solution and better understand elements that need to be in place (e.g., adequate power, network redundancy, etc.) prior to selection and implementation.

Speech recognition services were implemented in 2004 as a means of providing unmediated directory assistance. A multi-featured Web-based directory was developed and implemented in 2005, eliminating need for a printed directory, which became out-of-date as soon as it was issued.

Student telephone services have been drastically reduced in response to the nearly 100 percent ownership of cellular phones. In 2008, we made the decision to provide only one telephone number/connection per student room and eliminated student voicemail (except when requested by the student). We have begun collecting student cellular phone numbers as part of implementing ConnectEd, a component of the College's emergency notification

strategy. We anticipate that, for many, the cellular phone and text messaging will be the primary means of communication with students in the coming years.

Institutional Computers: Lifecycle

More than 2,100 computers are installed on campus—in individual staff and faculty offices, classrooms and laboratories, libraries, residence halls, and shared computer facilities. The typical lifecycle for an individual computer is three-and-a-half to four years; for other installations, approximately three to three-and-a-half years. Approximately 67 percent of institutionally owned computers are PCs; the remainder Macs. Approximately 33 percent of institutionally purchased computers are desktop computers. Faculty members now have the option of selecting a notebook computer as their primary computer. Staff members who travel as part of their work responsibilities also have that option. As part of our security strategy, notebook computers are equipped with Computrace, a device that acts as a Lojack for computers with the potential of “killing” the hard drive if the computer contains sensitive data.

In 2007, the College issued an RFP for computers. After a systematic and thorough review of responses, Lenovo was selected as the PC vendor. In order to ensure an ongoing productive partnership with this vendor, we host weekly meetings with key personnel so that problems may be addressed promptly and so that we have up-to-date information about product plans and future roadmaps.

Classrooms and Laboratories

Nearly all of our teaching laboratories and classrooms, including seminar rooms, are equipped with instructor workstations and associated instructional technologies, such as document cameras, DVD players, projection devices, etc. Staff members maintain the equipment and respond to any emergency classroom situations. Annually, selected classrooms, identified in cooperation with the academic dean’s office, facilities and the registrar’s office, receive upgraded equipment. We are currently determining an asset renewal and replacement strategy to ensure that the installed base of classroom equipment is replaced on a predictable cycle, applying best practices for determining appropriate lifecycles.

Scientific equipment in research laboratories is often initially funded by grants (including internal start-up grants when faculty members are hired). The equipment has become increasingly sophisticated, requiring specialized expertise to maintain specific device as well as associated computing technologies. Determining appropriate funding strategies for renewing and replacing this equipment is part of the process described above.

APPRAISAL

IS participates in a variety of annual surveys sponsored by organizations such as EDUCAUSE, CLAC, the Boston Library Consortium, and the Oberlin Group. These surveys provide comparative data from peer institutions in a number of areas, such as staffing levels by function, expenditure patterns, and technology infrastructure. Wellesley was a founding member of the Merged Information Services Organization (MISO) survey group, and has participated twice in this survey (2005 and 2008), which gathers data by constituency regarding satisfaction with the range of services and resources provided. From this survey we have comparative data with approximately 35 other IS organizations as well as longitudinal data for Wellesley. In addition, as part of the fiscal year 2007 IS planning initiative, we conducted five in-depth site visits with technology/library organizations at other institutions in order to learn more about their operations and the strategies each employ to meet the needs of their campuses. All of these methods for gathering and analyzing data inform our decisions regarding priority setting and resource allocation as we work to improve and increase the effectiveness of our services.

PROJECTIONS

1. **Business continuity and disaster response:** The College's core operations, including teaching, learning, research, administration, and residential life are significantly dependent on a stable and reliable technology infrastructure. Network outages cause disruption and loss of productivity for the community. We need to determine the level of system redundancy required to maintain an acceptable level of system stability, with the understanding that funding and staffing resources are limited.
2. **Mobility and security:** As mentioned above, the College is investing in a wireless network and has moved toward new support models that better match the needs of individual mobile devices users. How do we balance the convenience of mobility with greater risks associated with wireless networks? In response to regulatory changes at both the state and federal level, we are currently developing more explicit policies to ensure adequate data security, while recognizing that the College benefits from the free exchange of information and of ideas.
3. **Asset renewal and replacement:** The lifecycle of most hardware is three to five years. Classroom and laboratory technologies often require more frequent replacement. The unit costs are modest, but the volume of purchases is significant. Though enterprise applications such as SunGard/SCT Banner or the recently purchased Oracle Identity Management have somewhat longer lifecycles, replacement costs for a single application are hefty. We need to develop a new approach to financing asset renewal and replacement in order to ensure predictable funding to maintain and enhance our existing technology infrastructure.
4. **Expanding regulatory requirements:** During the past decade, a significant number of federal and state regulations have been enacted, including the Digital Millennium Copyright Act and the recently reauthorized HEA Act, that impose requirements on our deployment and use of technology resources. Staff time has been reallocated in an effort to meet these new demands to monitor and respond to regulatory changes in a timely fashion. In addition, because there is frequently little or no case law that helps to clarify the intention of the initial regulation, we have needed to consult with legal counsel to ensure we are not putting the College at risk. As a result, legal costs have increased. We need to determine the level of in-house expertise required to respond to these complex legal requirements related to the use and storage of personal information and other institutionally critical data.

STANDARD IX:

FINANCIAL RESOURCES

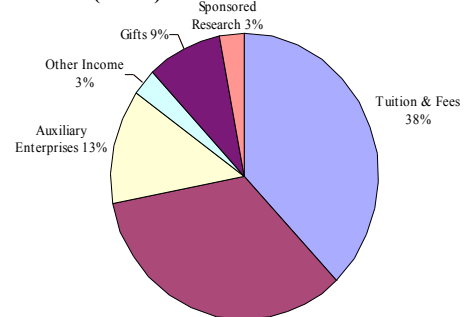
Academically and financially, Wellesley College is a remarkably strong institution. The College has sustained strong growth in its endowment despite difficult market conditions; has a well-maintained physical plant; balanced operating budgets for at least two decades; increasing student applicants and steady enrollments. Its 2008 annual educational and general expenditures per student (\$83,872), and its endowment per student (\$729,385), represent a commitment to providing a broad and comprehensive academic program and vast array of support services. The challenge in an uncertain financial environment will be to continue to maintain financial balance, strength, and flexibility in the face of changes in the financial aid landscape and increased competition for the most qualified students; maintain competitive salaries for faculty and staff; contain growth in expenses; and maintain growth in tuition and fees.

FINANCIAL OVERVIEW

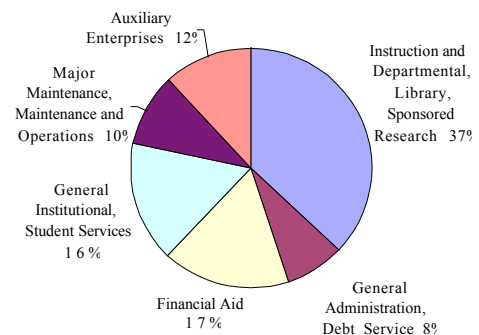
For fiscal year 2008, the College's net asset value was \$1.9 billion, a decrease of \$44 million over prior year. The College's endowment had a positive investment return of 1.22 percent, but was offset by endowment spending needed to support operations, resulting in an endowment value decrease from \$1.67 billion to \$1.63 billion. A positive investment return is impressive given the current difficult economic environment. The total annualized return on endowment for the year ending June 30, 2008, for three, five, and ten years was 12.3 percent, 12.7 percent, and 10.9 percent, respectively.

The fiscal year 2008 operating budget reflects revenues and expenses totaling \$221.4 million. The revenue base was well diversified, with five principal revenue sources: tuition income, 38 percent; endowment, 34 percent; auxiliary enterprises, including room and board, 13 percent; gifts used for operations, nine percent; and other sources of revenue, including sponsored research, six percent. As might be expected in a labor-intensive institution, about 52 percent of operating expenses were used for salaries and benefits.

Revenues (FY08)



Expenses (FY08)



The fiscal year 2008 results show we are in a position of financial strength and continue to establish reserves for unanticipated expenses. The growth in expenses equaled growth in revenue in the operating budget. During fiscal year 2008, the College invested \$20 million of existing operating cash in a manner consistent with how we invest the endowment. The cumulative excess investment return over typical short-term interest rates as of June 30, 2008, totaled approximately \$1.3 million. This excess will be maintained and used to fund extraordinary items in the future.

FINANCIAL PLANNING

In 2007, the "Report of the Financial Planning Working Group" (FPWG), as part of the president's 2015 Commission final report, "Envisioning the Future", was released. The FPWG was formed to

assess Wellesley's financial health, identify opportunities, and recommend strategies to ensure a more robust financial condition in an uncertain future. The FPWG developed the following guiding principles:

Principles for Financial Strength and Flexibility

- The growth rate of expenses should not exceed the growth rate of income, with no hidden liabilities.
- Unrestricted expenses should not exceed unrestricted income.
- The level of endowment spending should preserve the purchasing power of the endowment.
- The appropriate use of restricted income should be maximized.
- Unrestricted bequests should not be used to balance the operating budget, except in extraordinary circumstances.
- Adequate reserves should be developed and maintained through the improved financial discipline the above principles will entail.

Principles for Endowment Spending and Gifts

- To preserve future purchasing power of the endowment, endowment draws for spending should stay within the 4.5–5.5 percent range, calculated according to standard methodology used by peer institutions.
- Gifts for restricted purposes and restricted income draws from the endowment should match program needs appropriately.
- Whenever possible, unrestricted bequests should always be added to endowment.

Principles for Faculty Compensation

- Wellesley should always be seen as a school that compensates its faculty at an appropriately high level.
- Wellesley should continue to use fairness and equity as a cornerstone in its approach to hiring and retaining faculty.
- Assistant professors should be compensated using a fair and equitable pay scale, such as the one Wellesley currently uses.

- Faculty should be rewarded in ways that promote the larger goal of academic excellence.
- Merit pay should be introduced into the associate professor rank following tenure.
- At times, particularly when certain fields or specialties are in great demand, Wellesley must be prepared to be more flexible in its compensation agreements.
- The proportion of full professor salary increases determined by merit should be large enough to have a greater impact on the overall salary.
- Benchmarking and measuring progress toward stated goals, such as those related to faculty compensation, should be a priority at Wellesley.

Principles for Physical Plant and Infrastructure

- A long-range plan for facilities renewal should be developed and implemented.
- Annual allocation for major maintenance should be periodically adjusted to reflect deferred maintenance needs. In order to ensure appropriate levels of infrastructure investment, financial planning should take these needs into account.
- Our technology infrastructure should be consistently planned for, updated, and financed in support of academic programs and efficient management of the institution.

Principles for Tuition, Admissions, and Financial Aid

- Need-blind admissions and meeting full need for domestic students are essential to maintaining a consistently high level of qualified women in the student body.
- Recognizing the presence of international students in our student body contributes to our goals of diversity and academic excellence, Wellesley must protect and grow its capacity to provide appropriate financial aid to international students.

Principles for the Budget Process

- Wellesley's budgeting process should be multiyear and built around long-range institutional priorities.
- The process must allow for inclusiveness and institution-wide input; solicitation of input should be prior to, not after, decision-making occurs.

- The transparency of decision-making is essential in order to insure trust.
- All sources of funds to the operating budget should be part of the budgeting process. Departments/ programs that have restricted income sources should budget use of these funds for specified purposes before requesting financial support from other income sources for the same purposes. Accumulation of restricted income beyond an annual budgeting cycle should be minimized.
- Communication should be ongoing throughout the process.

In fiscal years 2007 and 2008, the College began implementing recommendations for financial strength and flexibility developed by the FPWG. Effective July 1, 2007, the College implemented a new endowment spending policy that attempts to address the need for a strong, stable, growing income stream from the endowment to support operations, and address the long-term objective of maintaining the endowment's purchasing power. The methodology for setting annual endowment spending is based on a combination of prior year's spending and endowment value. As a general rule, the total amount spent needs to be within a 4.5–5.5 percent range of the prior year endowment market value.

THE BUDGET PROCESS

A principle identified by the FPWG was to create a new budget process that is multiyear and built around institutional priorities. For fiscal year 2008, the College revised its previous budget process to improve this process and focus on aligning expenditures with institutional priorities. To build the fiscal year 2010 budget, a new management structure was formed with the dean of the college as chair of a senior staff budget subgroup. This subgroup's objective is to ensure that our budget process aligns resources to our academic mission. Specifically, the subgroup is charged with reviewing, discussing, and making recommendations on all budget drivers and other specific budget procedures, questions, and data.

The Advisory Committee on Budgetary Affairs (BAC), a multiconstituency committee of faculty, staff, students, and senior administrators, acts in an advisory capacity to the president in planning for and preparation of the budget. The BAC plays an active role in reviewing budget priorities and in decisions

in such key areas as salary objectives, tuition, and fees. Three board of trustee committees: finance, investment, and landscape and buildings, focus on major resource allocation issues.

In building the College's operating budget, the senior staff budget subgroup reviews and decides many different budget parameters, including faculty and staff salary increases, tuition increases, contingency amount, fringe benefit increases, and amounts to fund institutional priorities, capital, and major maintenance. A careful and thoughtful review of salary benchmarks is made before salary increases are decided. Initial budget parameters are revised at the end of the budget process to obtain a balanced operating budget.

The detailed departmental budget process begins after the senior staff budget subgroup has set initial budget parameters. Department heads are provided with budget materials, including information about resources available in endowed funds with endowment distribution estimates for the upcoming year; approved positions; and procedures for submitting operating budgets for the core operating fund, as well as any endowed funds. Department heads may request additional funding for initiatives supporting institutional priorities. In addition, information is gathered about potential budget changes over the next three years. Based upon this three-year information, a multiyear operating budget is created and reviewed by the senior staff budget subgroup.

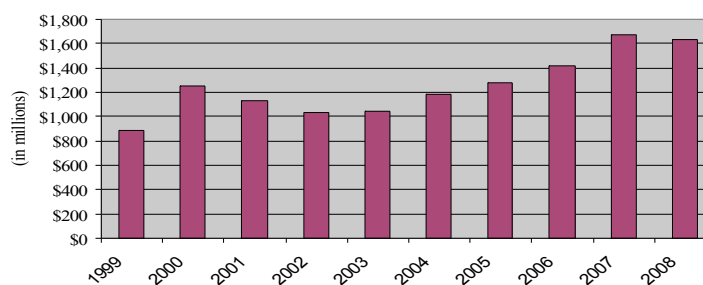
The board of trustees finance committee annually reviews and approves the College budget. Major review areas include endowment spending and tuition increases. The full annual operating budget is documented in detail and reviewed by the finance committee at its April meeting. On a quarterly basis, an operating budget update is provided to the finance committee. At the end of each fiscal year, a full report of actual audited financial results is provided to both the finance and audit committees.

ENDOWMENT

For the year ended June 30, 2008, Wellesley's endowment had market value of \$1.63 billion and provided 34 percent of resources to support to the operating budget. This level of endowment support enables the College to offer a rich and varied academic program. For the past six years on average the value of our endowment has risen rapidly due to strong invest-

ment returns, significant gifts to the endowment, and a shift in asset allocation largely towards more alternative investment assets. In the second half of calendar year 2008, Wellesley, like many institutions with large endowments, realized a significant reduction in the value of its investments as a result of volatility in the U.S. and global markets. In accordance with the College's endowment policy this reduction in endowment value will reduce the growth of endowment income in the budgets for fiscal years 2010, 2011, and perhaps beyond. Accordingly, the we are actively implementing plans to insure balanced budgets in these years.

GENERAL ENDOWMENT POOL, 1999–2008



The College's endowment is managed by the chief investment officer and Wellesley's investment committee, which meets four to five times a year. The investment committee includes eight trustee and trustee emerita/ae members; one non-trustee investment professional; two College administration members; one faculty member; and one student. One of the investment committee's most important responsibilities is to review investment policy and determine asset allocation of endowment funds. The College's long-term plan is to reshape the endowment portfolio; optimize the level of return and risk associated with its investments; and reflect its long-term investment strategy and goals. We aim to balance long-term returns and risks by increasing diversification and allocation to less-efficient markets. This will enable the endowment to maintain the level of inflation-adjusted financial support it provides for the College's operations and also control volatility in spending.

As of June 30, 2008, approximately 30 percent of the endowment was invested in public equities, 20 percent in fixed income and cash, and 50 percent in alternative asset strategies. The alternative asset strategies are invested in a diversified pool of both

higher- and lower-risk investments. Longer-term commitments to private equity, buyout funds, oil and gas, and real estate partnerships represent approximately 54 percent of alternative assets; semi-marketable commitments (commitments that can be withdrawn on a quarterly or annual basis) invested in a diversified group of commodities, risk arbitrage, long-short, and distressed securities funds represent approximately 46 percent. The College's investments are managed under contract by external investment management firms, which are recommended and monitored by the chief investment officer and her staff.

Effective July 1, 2007, the College implemented the new endowment spending policy that attempts to address the need for a strong, stable, growing income stream from the endowment to support operations and to address the long-term objective of maintaining the endowment purchasing power. The methodology for setting annual spending from endowment is based on a combination of prior year's spending and endowment value with a weighting of 80 percent and 20 percent, respectively. A heavy weight on prior year's spending provides a fairly predictable stream of operating budget income. A lighter weight is placed on the market value of the endowment, as that can fluctuate significantly from year to year. As a general rule, the total amount spent needs to be within a 4.5–5.5 percent range of the prior year market value of the endowment. Prior to July 1, 2007, our endowment spending policy was set with reference to level of use of endowment in the prior fiscal year.

FUND-RAISING

Wellesley's fund-raising achievements rest on the generosity and dedication of its alumnae, and a tradition of close collaboration between the resources staff and the Alumnae Association, the board of trustees (through a focused and committed trustee development committee and the Wellesley development and outreach council), and hundreds of class fund volunteers working each year throughout the country.

All fund-raising at Wellesley is organized through the Office for Resources under the leadership of the vice president for resources and public affairs. Program staff, working in close coordination with the president and senior administration, the Alumnae Association, the board of trustees, and

hundreds of alumnae volunteers, obtained gifts in the \$37.8 to \$88.6 million range in each of the last five years. On June 30, 2005, the College completed The Wellesley Campaign, surpassing the \$400 million goal with gifts and pledges totaling \$472.3 million. The College set records for all liberal arts colleges in the country not only for campaign totals, but also for fiscal year totals. Total giving to the College in 2005 was \$88.6 million, the first time in our history that private gifts exceeded \$60 million in a single year. Alumnae account for a large percentage of all gifts and bequests we receive.

During spring 2007, the resources office embarked on a special fund-raising effort to honor the College's 12th president, Diana Chapman Walsh, who left her position as of June 30, 2007. Recognizing President Walsh's extraordinary contributions to the financial stability and academic excellence of the institution, the decision was made to renovate and rename Alumnae Hall in her honor. Over \$18.6 million has been raised toward this project, which is expected to be dedicated in January 2010.

Every class appoints an annual giving representative who works closely with the annual giving staff to manage solicitations, with special focus on the five-year reunion cycle. Wellesley invites alumnae in the milestone reunion classes (10th, 25th, 40th, and 50th) to campus in the fall before their reunion for an "inside" look at College life. Volunteers in classes celebrating quinquennial reunions are deployed on two fronts: Each class appoints a special gifts committee to target major prospects for unrestricted class gifts, and a select leadership gifts committee to coordinate approaches to classmates capable of making six- or seven-figure capital commitments.

FINANCIAL AID

Financial aid continues to be a priority commitment for the College. Wellesley grants admission without regard to the ability to pay to all U.S. students, and then fully meets the institutionally determined financial aid need of these students. In addition, the College has a limited number of scholarships for international students of high academic and personal promise. Financial aid is in the form of a package, which includes grants, loans, and work opportunities.

The academic quality and diversity of the student body is highly dependent on our ability to maintain the need-blind admissions policy. In academic year

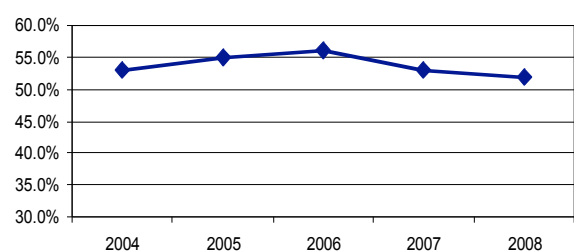
2007–08, approximately 52 percent of students received scholarship grants from the College, and more than 55 percent received some form of financial assistance from the College, including loans and work-study support. The number of students receiving grant aid at the College has remained relatively constant from 2003–04 (1,210) to 2007–08 (1,254).

The average financial aid grant to a student in academic year 2007–08 was \$28,364, up from \$21,628 in 2003–04. During the academic year, we provide jobs for financial aid students and expect them to work during the summer. Incoming first-year students and returning students are expected to meet their academic year work expectations by working no more than ten hours per week each semester.

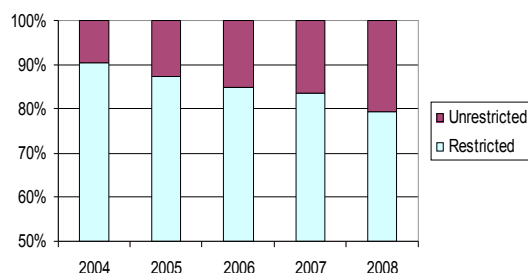
Eighty-eight percent of the total \$38.2 million in financial aid expenditures spent in 2007–08 was paid for by restricted scholarship endowment funds, gifts, and federal and state grant aid to students. In addition, over the last five years, the College raised from \$2.3 million to \$3.7 million for current-use financial aid. Given the fact that the full annual educational and general cost of a Wellesley education per student was \$83,872 in 2007–08, every Wellesley student—even those paying the full comprehensive fee of \$45,820—received a subsidy from the endowment. Financial aid continues to be a significant operating expense, representing 21 percent of total educational and general expenditures in 2007–08.

Over the past five years, there has been an increase in the use of unrestricted resources for financial aid, as shown below. Even though the percent of students receiving financial aid has decreased from 53 percent in 2004 to 52 percent in 2008, the percentage of student financial aid expenditures supported by restricted revenues has decreased from 91 percent in 2004 to 80 percent in 2008, resulting in a need to fund more of this important value with unrestricted resources.

PERCENT OF STUDENTS RECEIVING FINANCIAL AID GRANT ASSISTANCE



FUNDING SOURCE FOR FINANCIAL AID



Beginning in academic year 2008–09, Wellesley implemented a new initiative in our financial aid policies, replacing loans with grants for students from families who have calculated annual incomes below \$60,000, and reducing loans by one-third for those with incomes between \$60,000 and \$100,000. This new policy applies to all financial aid awards, including those for current students. In effect, grant aid will cover the cost of tuition for students from families with incomes calculated below \$60,000, while capping the four-year debt total at \$8,600 for students from families with incomes between \$60,000 and \$100,000.

DEBT

As of June 30, 2008, Wellesley had \$156.8 million of debt outstanding, including \$146.3 million in bonds of the Massachusetts Health and Education Facilities Authority (MHEFA), and \$14.8 million in a promissory note. Outstanding bonds are comprised of MHEFA's \$13.9 million Variable Rate Demand Revenue Bonds, Series E; \$30 million Revenue Bonds, Series F; \$20 million Variable Rate Revenue Bonds, Series G; \$54.8 million Revenue Bonds, Series H; \$57.4 million Variable Rate Revenue Bonds, Series I; and approximately \$1.5 million from one of the MHEFA's Capital Asset Programs.

After extensive consultation with the College's debt task force, during January 2008, the College issued \$57,385,000 in Series I tax-exempt variable rate bonds. The proceeds will be used for major asset preservation and modernization projects, and to retire the Series F bonds, with \$30 million outstanding, on July 1, 2009, the earliest possible call date. The refunding allows us to realize present value savings through restructuring our debt. The College also entered into an interest rate swap agreement, with a term through 2039, to effectively lock a fixed rate of

3.239 percent per annum for its Series I bonds. At June 30, 2008, the market value of the swap agreement amounted to an asset of \$37,000.

We manage our debt under a management policy revised and approved by trustees in January 2007. This policy provides guidance on the use of debt and synthetic products. As part of this policy, the College ensures that our financial ratios and overall debt burden remain at levels consistent with maintaining the Aa1 bond rating. An analysis of these financial ratios is prepared and presented to the finance committee on an annual basis.

As of January 16, 2008, Moody's Investors Service upgraded Wellesley College's long-term debt rating to Aaa from Aa1, and assigned a Aaa/VMIG1 rating to Wellesley College's Series I (2008) Variable Rate Demand Revenue Bonds issued through Massachusetts Health and Educational Facilities Authority. The rating action reflects our continued strong student demand, robust fundraising, and large financial resource base providing excellent support for debt and operations. The College's rating outlook is stable.

As of January 23, 2008, Standard & Poor's Ratings Services assigned Long Term Rating AA+/A-1+/Positive on its Series I bonds, and affirmed its AA+/A-1+ rating on the College's existing bonds. Standard & Poor's revised its outlook to positive on October 18, 2007, due to Wellesley's improvement in already high student demand, large increases in its endowment, success in fundraising, and strong financial position.

AUDITS

Wellesley's financial statements are audited annually by independent certified accounting firm PricewaterhouseCoopers. The auditors report results of the audit and any required communication, including management letter comments, to the audit committee. Wellesley does not have an internal audit staff. For additional focus on internal controls, we use another external CPA firm knowledgeable about internal audit functions. A risk assessment had been prepared a few years ago, and ongoing internal audit projects are conducted by the internal auditors. All results of internal audit projects are presented to and reviewed by the audit committee.

APPRAISAL

In summary, Wellesley College is in a position of financial strength, finishing each fiscal year by achieving a balanced budget, enhancing the purchasing power of our endowment, maintaining and upgrading the physical plant, and meeting salary objectives for faculty and administrative staff. The College is very aware that fixed costs of providing an excellent liberal arts education continue to escalate and that, in order to be accessible and affordable to the majority of students and their families, we must try to keep costs down. Further the impact of the economic downturn in 2008 will necessitate shrinkage of the operating costs in order to balance budgets in the coming fiscal years. Wellesley has taken the first important steps to reorganize its finances to ensure that financial flexibility is a part of everyday operations. The final report of the financial planning working group, endorsed by the board of trustees, established important financial guiding principles. In order to continue to provide a preeminent liberal arts education, Wellesley will continue to work at finding ways to make permanent structural changes within the operating budget while capitalizing on its financial and academic strengths.

PROJECTIONS

All institutions of higher education, regardless of their financial condition, have to recognize their vulnerabilities. Wellesley is no exception. In the next decade, the College will need to address:

1. **Endowment dependency:** Wellesley relies on endowment more than many of its peer institutions, with about 34 percent of revenue coming from the endowment. A sustained stock market downturn, similar to that which occurred in calendar 2008, would put financial pressure on the budget. The College has addressed this issue in part with the spending policy adopted in 2007. However, we need to continue to monitor endowment income and spending on a regular basis and to implement plans to reduce the cost of the operating budget.
2. **Wellesley's high cost:** Wellesley participates in many higher education cost surveys. The information from all surveys shows that the College has a very high cost structure in comparison to peer institutions. Over the next few years, we will carefully review our policies, staffing levels, and cost structure for the delivery of services.
3. **Lack of flexibility in the budget:** Even though Wellesley's total revenue per student is high, there is insufficient flexibility in the budget for new academic programs or initiatives. Annual increases in revenues always seem to be absorbed quickly by increases in salaries and benefits, physical plant maintenance, as well as debt service, inflation, and technology. The operating budget contains a small amount for new initiatives, approximately \$1 million per year. We would like to see this amount grow over time.
4. **Ability to meet quick changes in the financial aid landscape:** There have been numerous changes in the financial aid landscape for higher education institutions. Many have changed their loan policies (including Wellesley); many have changed grant aid guidelines; while others have even changed the way tuition is charged. Wellesley needs to have financial flexibility to respond to these market changes in a thoughtful, less "crisis" mode. We will be looking into building reserves for financial aid.
5. **Unrestricted operating deficit on a Generally Accepted Accounting Principle (GAAP) basis:** While the College achieves balanced operating budgets on a cash basis, it does not have a balanced operating budget under GAAP. This is primarily due to the fact that the College does not fund a major non-cash item, depreciation. The College recognizes that having a balanced GAAP operating budget is extremely beneficial because external audiences, such as rating agencies, look to our audited financial statements when evaluating the College's financial performance. The College will look closely at including a form of capital replacement charge in its operating budget for asset renewal and replacement (ARR).

STANDARD X:

PUBLIC DISCLOSURE

Since Wellesley's fifth-year interim report in January 2004 highlighted "the increasing role of the Web" as a means of public disclosure and communications, the use of the Web as a communications vehicle has expanded considerably. New technologies make information more readily accessible than ever before, both for the audience and presenter of information. Demands from multiple audiences for information and expectations regarding its immediacy, availability, and authenticity also have increased.

To meet these challenges and clearly and accurately convey the College's mission and image, Wellesley is restructuring and redesigning its Web site. The Office for Public Affairs, which has been responsible for most institutional print communications, will assume primary responsibility for Web communications, working in partnership with administrative and academic departments campus-wide. The Web site project will be informed by findings of an admission marketing study, surveys and other input from our primary external and internal audiences.

DESCRIPTION

In collaboration with other campus offices, the Office for Public Affairs presents accurate, well-documented, and timely information about Wellesley College to our many internal and external audiences. Many print publications are available on the Web, either in their entirety (as pdf documents) or as html pages.

We are committed to being forthcoming and transparent in our presentation of institutional information and survey findings, and creating opportunities to engage the campus community in conversations about the issues raised.

A notice of Wellesley's reaccreditation and a call for public comment was published in the winter 2009 issue of *Wellesley alumnae* magazine, which is distributed to all alumnae. It also was published in *The Wellesley News* in February and in *The Wellesley Townsman* in January 2009. A story about the reaccreditation and self-study was published in the February 2–9 issue of *WellesleyWeek*.

Published each summer, the College catalog is the authoritative institutional document for each

academic year. It includes the academic calendar, information, and contact information regarding visits and inquiries; the mission statement and institutional overview; brief descriptions of campus facilities and physical resources; admission information; an overview of the academic program and degree requirements; information on costs and financial aid; academic policies and procedures; and a listing of all faculty, senior administrators, and trustees. The catalog also includes information on each academic department, including course offerings.

The departmental and course offerings of the catalog are available, in pdf format, on the Web site. Much of the additional catalog content is available throughout the Web site, although generally not in the same format. With the Web site restructuring and a goal of reducing printing and mailing costs, we will evaluate how the catalog should be revised once the new Web site has been implemented.

Institutional data and findings from surveys conducted by the Office for Institutional Research inform many of Wellesley's publications; for example, the annual fact sheet of college statistics and information, annual donor report, and financial report. The fact sheet provides demographic data, employment and graduate school statistics for the most recent class, as well as financial information.

In addition to providing factual information about admission requirements and processes, admission publications reflect what students and faculty understand to be the important attributes and offerings of a Wellesley education. Recognizing that perspectives and voices of current students are most compelling in helping prospective students learn about Wellesley, admission publications and Web pages include numerous profiles and quotations. Over the past several years, more student profiles, in question-and-answer and short news story format, have been added to the Web site. The Office for Admission also has created and monitors several student blogs, providing opportunity for current students to communicate about their experiences directly with prospective students and other audiences.

Several years ago, the dean of the college identified need for a publication targeted to prospective faculty members, one that presents accurate, timely information about the experience of working at Wellesley. With a mixture of institutional and individual faculty voices, the publication communicates the experience of working at a liberal arts institution that values teaching undergraduates and faculty scholarship.

Wellesley undertakes numerous studies and surveys each year and uses the findings to evaluate and improve our programs and policies, and to inform and ensure accuracy of our communications strategies. Surveys include those particular to Wellesley (for example, senior exit interviews, one-on-one, in-depth conversations between seniors and administrators); surveys required by regulation (for example, IPEDS); and surveys among members of a consortium (for example, the incoming student survey of the Cooperative Institutional Research Program). The Office for Institutional Research makes surveys, findings, and analyses available to the entire campus community, where they are used to inform a variety of initiatives. For example, when the Division of Student Life was reviewing Wellesley's academic advising initiatives, administrators used results from senior exit interviews about student experiences with the advising system to inform their deliberations and decisions (see also the discussion of Standard VI). The College's Common Data Set (CDS), a wealth of institutional statistics, is available via the Web site and used regularly by departments for their work. For example, the Office for Public Affairs uses CDS data to publish the College's fact sheet and complete numerous surveys for college guides, both print and online.

The College also publishes electronically and makes readily available information regarding campus safety and security. The daily police report is distributed electronically and is available online and in printed version at campus police offices. The annual security report, required by the Campus Crime Act, is published online and featured prominently on the campus police Web site; each member of the campus community receives notification of its publication. Environmental health and safety information, including an annual drinking water safety report, is available online.

APPRAISAL

Wellesley makes a practice of regular institutional self-evaluation, not only as required by regulators or for reaccreditation, but also as a way to improve operations and programming. The same practice applies to communications initiatives. As modes of communication expand and technology advances, the task is to master new technologies while ensuring the accuracy, utility, and relevance of information being communicated. As ways of communicating expand, it is increasingly important that our messages about our self are consistent and consistently communicated across a range of vehicles, both print and electronic.

PROJECTIONS

1. **Consistency in message and visual identity:** A key priority that emerged from the 2015 Commission report, the Web site redesign project, and the admission market study, is the need for Wellesley to better articulate and communicate what is distinctive about Wellesley as both an educational experience and as an institution. In fall 2008, the College began an institutional positioning effort through which it will develop consistent messages and a visual identity, both of which will help unify our communications efforts. A multiconstituency task force (including students, faculty, trustees, alumnae, and senior staff) is using existing quantitative and qualitative research to help distill the College's character, values, and identity. The consistent message and visual look that reinforces message positioning efforts will guide focus and consistency across Wellesley's many communication vehicles.
2. **Web site redesign:** The admission market study completed in fall 2008 provides valuable information about the expectations and understanding of prospective students, their parents, and guidance counselors, not only in relation to Wellesley but also to higher education in general. For most of these individuals, the Web site has become the principal source of information about the College. The study's findings on how students conduct research in their college search process, what they understand about Wellesley, and how they make the choice to apply or enroll, will inform our publications and electronic communications efforts. In turn, these communications tools will

help individuals make informed decisions about the College. A similar admission study undertaken in 1998 yielded important findings that the College implemented across its admission communications efforts: for example, addressing more clearly and strongly the value and importance of Wellesley's identity as a women's college, rather than considering our single-sex status as an admission liability for prospective students.

One goal of the Web project is to enhance design and functionality of the Web site so that it reflects the diversity and richness of the Wellesley experience and community, and responds to the interests and needs of our external and internal audiences. The new design will include more interactive opportunities for users; for example, opportunities to suggest additional links, to request for more information about a particular discipline, or to share information about a noteworthy alumna.

Another important goal is improving Web site organization and navigation so that information is more readily accessible. Information about academic offerings will be clearer and more consistent, with each academic department and program communicating its information in a consistent format and style.

Our current decentralized Web staffing structure, with many people tasked with updating individual pages, and the practice of each department creating its own content and design, has resulted in a site that is difficult to navigate and does not convey a consistent institutional message. The restructuring and redesign of our Web site is a major undertaking that will necessitate changes in staffing across many departments and in the way that many departments communicate. Staffing plans are being developed to strengthen editorial oversight of Web site content to ensure accuracy and consistency. The Office for Public Affairs will play an important role in ensuring the consistency and accuracy of the design and editorial content of the site.

Balancing the institutional voice with individual voices, which reflect and convey Wellesley from many perspectives and to different audiences, will be an ongoing challenge. A more explicit collaboration among the offices of Admission, Public Affairs, Alumnae Association, and Information Systems will be implemented in the form of a Web site policy team. A new Web site team of communications and technical staff will work together on technical, functional, and communications issues, ensuring that Wellesley is able to provide information in a consistent, clear voice using technology and applications that best respond to our audiences' needs.

STANDARD XI:

INTEGRITY

The College is committed to ethical standards of conduct for all members of our community and to creating an environment in which all members are valued. During the past 10 years, we have reviewed many structures and policies supporting these commitments to they are effective and relevant.

DESCRIPTION

Honor Code

The honor code has long been recognized as a vital repository of the College's trust in our students and of our institutional commitment to academic integrity and responsible personal conduct. The honor code applies to all aspects of campus life and provides a general framework of values.

In 2001, in response to the student life task force report, which recommended that the College place greater emphasis on the honor code, and to an in-depth discussion at Academic Council that raised questions regarding the code's effectiveness, the president charged a multiconstituency committee to review how well the code was serving Wellesley and whether changes needed to be made to reinvigorate or reinforce it. The committee was asked specifically to examine the code's purpose and history; to review procedures for introducing students to the code; and to evaluate the volume and disposition of cases. One key element of the review was examining effectiveness of the honor code statement; the statement had not been reviewed in more than 20 years and was considered so self-referential in nature that it was hard to understand or communicate its requirements.

A community-wide examination resulted in a rewritten honor code, ratified by Wellesley students in 2005: "As a Wellesley College student, I will act with honesty, integrity, and respect. In making this commitment, I am accountable to the community and dedicate myself to a life of honor." Students committed to reexamining and considering changes to the honor code at least every four years. In 2005, the faculty and the board of trustees passed resolutions affirming this new honor code and renewing their responsibility to uphold it.

Based on recommendations of the honor code review committee, as well as on results of a 2006 survey of faculty and student use and opinion of the honor code and general judiciary (the committee of faculty, students, and administrators responsible for policies and procedures pertaining to the judicial system), renewed educational efforts were undertaken. In addition, new procedures for general judiciary were developed to address concerns that too much responsibility was placed on the chief justice (an elected student position) to manage and oversee the system. The position of judicial coordinator (a professional staff member, focused on assisting the student chief justice in facilitating the judicial process) was created; several processes were amended; and a number of new procedures were implemented; all with the goal of making the judicial review process more effective.

Faculty Code of Ethics

The community-wide conversations regarding the honor code's significance gave rise to questions regarding the desirability of having a code of conduct for faculty members. Student leaders and some faculty have advocated for development of such a code; at a September 2008 Academic Council meeting, the faculty considered a proposal to adopt the "AAUP Statement of Professional Ethics" for inclusion in a faculty handbook being developed by the dean of the college. The proposal, however, did not generate unanimous support: some faculty members expressed unease about how the policy would be monitored, and others worried about a possible "chilling effect" of such a statement on academic freedom.

Business Conduct Policy

In 2003, the College developed a business conduct policy in order to ensure that ethical and legal practices governing all business transactions, both internal and external, were clearly communicated and explained. The document makes explicit reference to the honor code, indicating that "the College aspires to be an organization all of whose members conduct themselves according to the values of honest, integrity, and respect embodied in the Wellesley College honor code."

Copyright Policy and Responsible Use of Information Technology Resources Policy

The College develops and maintains policies related to the appropriate use of technology systems, resources, and of intellectual property. Entering students and new faculty receive an introduction to these policies, and on an annual basis, Information Systems distributes materials to the campus community regarding these policies and highlighting changes in the regulatory environment that may affect current practices

Diversity and Multicultural Initiatives

At the time of our last self-study, we wrote that we were “steadily refin[ing] existing structures to better meet the needs of our increasingly diverse student body”, and described being engaged in an “evolutionary process.” This continues to be an appropriate description of our approach. Ten years ago, we created the Office of Equal Opportunity and Multicultural Policy, which we believed was the appropriate structure for planning, implementation, and oversight of diversity and multicultural initiatives at the College. Through deliberations and consultations both on- and off-campus, it became clear that combining these roles was impractical and confusing to the community as a whole. Therefore, the president decided to separate these two functions.

Beginning in fall 2006, the roles and responsibilities held by that office were transferred to other offices. The president, dean and associate dean of the college, dean of students, vice president for administration and planning, vice president for finance, and director of human resources comprised an EEOC steering team to oversee this transfer and insure that the College’s commitment to diversity was not compromised.

Affirmative Action

Over the past 10 years human resource (HR) and the Office of Equal Opportunity worked in close collaboration to develop robust procedures to ensure that we were expanding recruitment efforts to attract diverse pools for all positions at the College. The work of affirmative action and equal opportunity was transferred to the HR office in fall 2006. The director of HR serves as the EEO officer; she and the HR staff support the College’s required state and federal compliance functions, as well as faculty and staff recruitment and hiring efforts.

The Internet landscape has dramatically impacted the recruitment world, permitting many more opportunities for outreach and for tracking successful searches. The College now has a diversity liaison program whereby every administrative and faculty search is supported by a person within that department who focuses on diversity efforts, ensuring that we have a diverse pool of qualified candidates. The Minority Recruitment, Hiring, and Retention Committee (MRHR), a committee of Academic Council, analyzes issues of minority faculty hiring and retention and suggests institutional strategies for improving results in both areas. In recognition of the importance of student interest and involvement in efforts to diversify the faculty, MRHR added a student representative to the committee.

Wellesley College has been an active member of the Boston Consortium employment group, which has been focusing on diversity. The work has provided a unique opportunity for group development, bonding members from participating schools, and promoting discussion and exploration of ideas. Over the past two years, the group has worked in close partnership with minority associations in the Boston area. Through this partnership, training for minority association board members, job fairs, and networking opportunities have occurred and are planned for the future.

Sexual Harassment and Consensual Relations Policies

Changes in federal and state law, Internal Revenue Service regulations, and accounting and insurance best practices in the past 10 years have significantly affected operations and policies in higher education. The College has, necessarily, recently revised our policies against sexual harassment, unlawful discrimination and consensual relations to reflect these changing laws, regulations, and practices. The new sexual harassment policy describes our obligations, based on federal and state law, to investigate and take disciplinary action on issues related to sexual harassment and unlawful discrimination, and designates the dean of the college, the dean of students, and several HR employees, as investigators of such complaints.

Ombudsperson

Some faculty, staff, and students felt the need for a person(s) who can listen and help an individual navigate the College's policies and practices, while also promoting alternatives to more formal grievance processes. As an interim arrangement, the president asked two individuals to serve in these roles during a review of our grievance procedures and an assessment of need for a permanent ombudsperson on campus. A professor emerita and a deputy director of HR serve jointly as neutral advisors, offering confidential assistance to faculty and staff who wish to discuss issues related to their work lives, and to students who wish to discuss issues related to their interactions with faculty and/or staff members. Discussions with the ombudspersons are informal and private, unless questions of legality or safety concerns are raised. They have direct access to the president if there are issues that warrant her attention.

In addition, an employee assistance program is available to all employees for guidance with work conflict, life transition issues, and counseling.

Grievance Procedure

Given the central role the EEO/AA officer played in formal grievance, the review also encompassed a reconsideration of the grievance procedures. To assist in the evaluation, the College's legal counsel reviewed confidential files from the EEO/AA and ombudsperson office, and our grievance procedures more generally.

In addition, in spring 2007, Academic Council charged the agenda committee with reviewing the standing committees, with the goal of making service on committees more meaningful and effective. As part of this review, members of the agenda committee interviewed many current and former members of the Faculty Standing Panel for the Grievance Procedures (FSP).

The FSP's function was to "provide faculty members to the standing panel, which hears complaints of discrimination or harassment arising within the College community as set forth under the Formal Grievance Procedure." The College's formal grievance procedure describes the process for bringing a complaint, constituting a grievance committee; hearing a case; and rendering, implementing, and appealing a decision. Based on the College's records,

six cases were handled by the FSP between 1989 and 2006, including cases brought by students, staff, and faculty members.

The consensus from senior staff reviews, College's legal counsel, and the agenda committee was that revisions to the FSP and grievance procedures were essential. A subgroup was therefore charged by the president and convened by the agenda committee to review and revise the FSP. This group met in spring 2008 to review comments and recommendations gathered during earlier reviews. The group also widened its scope of inquiry to examine all policies and committees or other organizational structures related to community-wide conduct and complaint resolution, in order to think more broadly about types of complaints that might arise and the resources available for addressing them. The group reviewed grievance policies at a number of other colleges and universities as well.

Acting on motions brought to the body by the Agenda Committee during fall 2008, Academic Council passed legislation abolishing the FSP; forming a new committee, the review committee for the problem referral procedure for faculty; and narrowing the board of appeals' mandate to focus on appeals of faculty reappointment, promotion, and tenure decisions. The new problem referral procedure for faculty will serve as the grievance procedure for all complaints involving faculty that are unrelated to sexual harassment, unlawful discrimination, or to appeals of CFA decisions. The legislation stipulates that the final step of the procedure is an appeal to a three-member board, and that one of these three members is a faculty member elected to the position.

Diversity Coalition

The diversity coalition was created in fall 2006 as a committee of Academic Council. With college-wide representation, the coalition is charged with improving collaboration among campus committees and groups that address diversity issues. The coalition is also charged with identifying conditions that have a bearing on our ability to create an inclusive community at Wellesley. Specifically, the diversity coalition is charged by College legislation with a responsibility "to conduct annual reviews of the College's progress towards diversity related goals, including, but not limited to, reviewing initiatives and programs of divisions, departments, and relevant groups on campus."

During spring and summer 2007, the diversity coalition conducted a survey of senior staff members to gain insights into diversity efforts, plans, and challenges. The coalition presented its findings in its first annual review to the president in spring 2008, and made four recommendations it believed would help advance the College's diversity agenda. The president accepted their recommendations.

Advisory Group on Diversity

As part of ongoing restructuring, the president appointed an advisory group on diversity to recommend an administrative structure for Wellesley that would have the authority to provide leadership and accountability on issues of diversity and inclusion. The advisory group is chaired by an associate dean of the college; members include chairs of MRHR and the diversity coalition, as well as representatives from administrative divisions across the College.

APPRAISAL

Over the past 10 years, the number of charges referred to the honor code hearing panel has ranged from five cases in the 1998–99 academic year to 31 cases in the 2003–04 academic year. Since initial implementation of procedural changes in 2004–05, there have been between 19 and 23 cases per year. The new procedures, which clarified specific reasons for appeal and modified the appeal process, have resulted in a smaller number of appeals. The most recent series of procedural changes, including a more streamlined administrative review process, are being implemented this academic year.

While the new ombudsperson positions are still in an experimental phase, evidence suggests that community members have found this to be a very valuable resource. In 2007–08, more than 50 individuals, equally divided among faculty, staff, and students, approached the ombudspersons to discuss a complaint.

PROJECTIONS

- During 2008–09, the College will begin reviewing success of the streamlined administrative review process. Students will continue to review and consider changes to the honor code process every four years, and there will be continued efforts to reinforce the code as a core value of students' experience. The general judiciary will be responsible for policies and procedures pertaining to the judicial system and may recommend changes at any time.
- Faculty will need to determine whether they will convene an all-faculty discussion of a code of ethics.
- The president will review the interim ombudsperson arrangement and assess whether this structure is effective. She will also consider recommendations of the advisory group on diversity and the diversity coalition and determine what structures are most appropriate for the College.
- During 2008–09, the steering committee of Administrative Council will present the council with a proposal to change its bylaws to bring them into accord with recent legislative changes approved by Academic Council.

STAFF STANDARD

There is no requirement to create an explicit staff standard for the NEASC reaccreditation process. Wellesley College, however, included a review of administrative staff in the 1998 reaccreditation report, believing it is important to convey information about this significant group of people who contribute to the mission of the College and to campus life.

Wellesley College has a talented and dedicated staff, committed to our mission as a liberal arts institution for women. Employees at all levels support an environment serving the needs of our students' academic and cocurricular lives. The staff operate the institutional systems that recruit, advise, and support our students; and they facilitate access for students (and faculty) to the wealth of academic and non-academic resources provided by the College. They counsel students about opportunities when they leave Wellesley, and they maintain life-long connections between the College and its alumnae. They raise funds for the College; manage its investments; sustain its public profile; and manage and maintain its physical, financial, technological, cultural, and human resources.

STAFF OVERVIEW AND PROFILE

This group of employees is composed of full-time, part-time, administrative exempt and non-exempt employees, as well as unionized employees. A total of 538 administrative staff and 292 union staff work in various positions throughout the College, such as academic departments, admissions and financial aid, student services (including multicultural advising, residential life, career services, health and counseling), development, alumnae relations, research areas, museum, custodial services and grounds, physical plant and dining services, student financial services, library and information services, financial services, and human resources.

Total Employees (Head Count)	Administrative	Union
Full-time	65%	61%
Part-time	35%	39%
Exempt	65%	n/a
Non-Exempt	35%	n/a
Women	84%	37%
Men	16%	63%
Minority	13%	32%
Women	88%	45%
Men	12%	55%
Years at Wellesley (average)	9.53	14.33

Diversity

In 2002, a College-wide administrative staffing review was initiated to address the need to slow the growth rate in College's operating costs, reduce the overall number of staff at the College, and consider staffing in a more strategic way. Positions were identified for elimination over a period of approximately three years, with hopes that such reductions could occur primarily through attrition. A review of every vacant position took place to see if work could be reallocated, reduced, or eliminated in order to do away with the position, or reduce it to part-time. More than 30 positions throughout the College were successfully eliminated by 2006, primarily through attrition.

Over the past 10 years, the human resource (HR) and equal opportunity offices have worked in close collaboration to develop procedures to ensure that Wellesley College expands recruitment efforts to attract a diverse pool of applicants for all positions.

In 1998, 22 percent of unionized staff identified themselves in one category of minority designation; in 2007, 32 percent so identified. In 1998, eight percent of administrative staff identified themselves in one category of minority designation; in 2007, 13 percent so identified. The role of affirmative action and equal opportunity compliance was only recently incorporated into the mission of the HR office; HR now actively supports recruitment of both faculty and non-faculty positions. The Internet landscape has dramatically impacted recruitment, permitting many more opportunities for outreach and for tracking successful searches. The College now has a diversity liaison program, whereby every administrative and faculty search is supported by a person within that department who focuses on diversity efforts, ensuring that we have a diverse pool of qualified candidates.

Wellesley College has been an active member of the Boston Consortium employment group, which has been focusing on diversity. This work has provided a unique opportunity for group development, linking members from participating schools to promote discussion and exploration of ideas. Over the past two years, the group has worked in close partnership with minority associations in the Boston area. Training for minority association board members, job fairs, and networking opportunities have occurred and are planned for the future.

Wellesley College is a founding member and active participant of The Higher Education Recruitment Consortium, which supports efforts to recruit and retain outstanding faculty, administrators, and staff through sharing information and resources.

Workload and Responsibilities

In our 1998 self-study, Wellesley reported that its classification system for administrative positions was out of date, and there was no assurance of equity among similar positions, nor any system for recognition of exemplary performance. In 2000, HR, in collaboration with representatives from departments across the College, developed a new classification, compensation, and performance management program, applicable to all administrative positions. The “Valuing Work @Wellesley” program assured transparency in salary administration and job level assignment at the College, and focused on rewards

and recognition for excellent performance. It also facilitated the College’s ability to ensure that our salaries are internally equitable as well as competitive with the external market by establishing metrics against which we measure market salaries.

The centerpiece of this program, the performance management program, has enhanced communication between supervisors and employees, and strengthened our ability to reward top performers through annual merit and bonus programs. The annual administrative salary increase pool is awarded solely on a merit basis; there are no across-the-board increases for administrative staff. Integrated into this program are competencies expected from administrative staff at all levels: accountability/responsibility, service to constituents, expertise, communication, collaboration, critical thinking/problem-solving and innovation, development of self and others, and affirming and enabling diversity.

Administrative Policies and Benefits

Wellesley’s current administrative policies are fully explained in the administrative handbook, available on our Web site. Unionized staff benefits are described in their union contracts. Benefits for faculty, administrative, and union staff compare very favorably overall with those employers within Wellesley’s labor market. We regularly compare our benefits program with those of other colleges and universities within the Boston area and across the nation.

In 2007, we enhanced our retirement program for faculty and administrative staff. In redesigning the program, we addressed perceived inequity of the prior program; now, the formula is the same for faculty and administrative staff, and all compensation is now pensionable. In addition, we added a match to encourage additional employee savings. Like all employers, Wellesley College has been experiencing double-digit health insurance cost increases. We switched to a single vendor and made numerous plan design changes to help stem growth, but costs continue to rise. This is a major factor in controlling benefit costs.

Governance

Administrative employees participate in Administrative Council and regular department head meetings, and some sit on Academic Council as voting or non-voting members. Traditionally, Administrative Council has been the primary forum for sharing information among administrative staff and for hearing the staff voice on issues important to them and the College (See also the discussion of Standard III).

Training

In 1998, the College joined the Boston Consortium, and several years later, a very strong training collaborative was formed to more effectively and efficiently meet common training needs. The consortium jointly offers numerous management and staff development programs, providing not only competency-based training but also opportunities for our employees to network with colleagues from neighboring colleges. Certificate programs for administrative assistants and supervisors are also offered, and our employees can take courses at MIT's training center. The College regularly offers our own programs for supervisors and employees focused on performance management, annual legal issues for supervisors, and special programs by request. Recent English as a Second Language training offered specifically to union staff was very favorably received and will continue on an as-needed basis.

The pace of change in technologies available to facilitate administrative work continues to be a challenge for College employees. The Information Service (IS) division offers a wide range of courses and workshops on current technologies. IS and HR are now collaborating to establish a training program allowing all employees to meet an established standard of technological competence.

PROJECTIONS

- The College will continue to address the challenge of creating and sustaining a diverse workforce, and promoting an environment allowing the talents of all employees to flourish. These challenges include transporting potential employees to our suburban location, getting word out to people who may not have considered Wellesley to be an option for them, and expanding our recruiting network beyond traditional sources.
- We will intensify our efforts to strengthen skills of current employees, particularly in the areas of technology, that are most likely to contribute to efficiency and better decision-making.
- Funding compensation (salary and benefits) costs for the College's administrative workforce will remain a challenge, prompting difficult choices over the next few years. It is expected that the senior staff budget subgroup will address this issue as part of their planning.
- We will also need to address the challenge of retaining top performers. The strength of the College's administrative ability rests in large part on the talents and experience of a core group of leadership employees and that group needs to be retained and revitalized with new talent from time to time. President Bottomly has charged the senior staff with looking across the College to ensure that our divisional structures are well designed and staffed effectively.

APPENDIX

CIHE DATA FORMS
GENERAL INFORMATION

Institution Name:	Wellesley College		
OPE Code:	2224		
Carnegie Classification:	Bac/A&S	999	
Financial Results for Year Ending:		Certified:	
Most Recent Year	2008	Yes	Qualified
1 Year Prior	2007	No	Unqualified
2 Years Prior	2006	Yes	Unqualified
Budget / Plans			
Current Year	2009		
Next Year	2010		
Contact Person:	Angelika F. Evans		
Title:	Institutional Research Associate		
Telephone No:	781-283-3288		
E-mail address	aevans@wellesley.edu		

*WHEN ENTERING FINANCIAL DATA ON SUBSEQUENT FORMS,
PLEASE ROUND TO THE NEAREST THOUSAND

STATEMENT OF FINANCIAL POSITION

	2 Years Prior 2006 Audited: yes	1 Year Prior 2007 yes	Most Recent Year 2008 yes	Percent Change	
				-	-
ASSETS					
Cash & Short Term Investments	34,603	42,366	36,903	22.4%	-12.9%
Accounts Receivable, Net	1,857	2,859	1,923	54.0%	-32.7%
Contributions Receivable, Net	55,502	47,835	46,950	-13.8%	-1.9%
Inventory & Prepaid Expenses	3,072	2,509	2,807	-18.3%	11.9%
Long-Term Investments	1,489,467	1,756,031	1,705,977	17.9%	-2.9%
Loans to Students	7,530	8,120	8,801	7.8%	8.4%
Funds held under Bond Agreement	-	-	21,620	-	-
Land, Building & Equipment, Net	281,620	278,582	285,785	-1.1%	2.6%
Other Assets			103,246	-	-
	<u>1,873,651</u>	<u>2,138,302</u>	<u>2,214,012</u>	<u>14.1%</u>	<u>3.5%</u>
LIABILITIES					
Accounts Payable & Accrued Liabilities	18,871	30,083	25,610	59.4%	-14.9%
Deferred Revenue & Refundable Advances	6,049	6,004	5,830	-0.7%	-2.9%
Annuity & Life Income Obligations	39,911	39,041	38,580	-2.2%	-1.2%
Amounts Held on Behalf of Others	-	-	-	-	-
Long Term Debt	148,802	136,289	156,938	-8.4%	15.2%
Refundable Gov't Advances	4,569	4,569	4,569	0.0%	0.0%
Other Long-Term Liabilities	15,857	16,395	120,129	3.4%	632.7%
	<u>234,059</u>	<u>232,381</u>	<u>351,656</u>	<u>-0.7%</u>	<u>51.3%</u>
NET ASSETS					
<u>Unrestricted</u>					
Avail for Operations, Plant & Other Trustee					
Designated Purposes	(160,730)	(170,114)	(169,354)	5.8%	-0.4%
Accum. Gains & Losses	280,182	359,528	357,840	28.3%	-0.5%
(associated with Permanent Endowment)					
Designated for Long-Term Investments	151,577	156,648	174,808	3.3%	11.6%
Net Investment in Plant	281,620	278,582	285,785	-1.1%	2.6%
Total Unrestricted Net Assets	552,649	624,644	649,079	13.0%	3.9%
<u>Temporarily Restricted</u>					
Available for Operations	94,339	118,582	105,147	25.7%	-11.3%
Accum. Gains & Losses	571,347	723,186	669,180	26.6%	-7.5%
Designated for Long-Term Investments	37,032	44,463	37,908	20.1%	-14.7%
Total Temporarily Restricted Net Assets	702,718	886,231	812,235	26.1%	-8.3%
<u>Permanently Restricted Net Assets</u>					
Total Permanently Restricted Net Assets	384,225	395,046	401,042	2.8%	1.5%
Total Net Assets	<u>1,639,592</u>	<u>1,905,921</u>	<u>1,862,356</u>	<u>16.2%</u>	<u>-2.3%</u>
				-	-
TOTAL LIABILITIES & NET ASSETS	<u>1,873,651</u>	<u>2,138,302</u>	<u>2,214,012</u>	<u>14.1%</u>	<u>3.5%</u>

STATEMENT OF UNRESTRICTED REVENUES AND EXPENSES

	2 Years <u>Prior</u> 2006 yes	1 Year <u>Prior</u> 2007 yes	Most Recent <u>Year</u> 2008 yes	Current <u>Year Budget</u> -
FROM OPERATIONS				
Tuition & Fees	71,431	79,298	83,447	NA
Less: Financial Aid	30,873	33,644	35,009	
Net Tuition & Fees Revenue	71,431	45,654	48,438	
Gov't Appropriations				
Contributions used in Operations (1)	16,397	15,854	18,006	
Endowment Income used in Operations	32,946	35,751	36,585	
Federal & State Student Aid	958	948	940	
Gov't & Private Sponsored Research	2,923	3,330	3,243	
Other Income	5,102	6,070	6,030	
Auxiliary Enterprises	27,428	29,382	30,100	
Sales & Services of Educ. Activities	-			
Independent Operations	-			
Total Revenues	157,185	136,989	143,342	-
Net Assets Released from Restrictions	40,214	41,964	43,020	
Total Revenues & Net Assets Released	197,399	178,953	186,362	-
Instruction	71,457	77,610	80,742	
Research	10,107	10,662	10,672	
Public Service	-	-	-	
Academic Services	9,659	10,158	10,199	
Student Services	13,510	14,034	14,712	
Institutional Support	31,644	36,273	34,679	
Other Expenses	-	-	-	
Total Education & General Expenses	136,377	148,737	151,004	-
Auxiliary Enterprises	35,293	36,950	37,328	
Independent Operations				
Total Expenses	171,670	185,687	188,332	-
Operations	25,729	(6,734)	(1,970)	-
NON OPERATING				
Gifts, Bequests & Contributions not used in Operations	3,783	4,199	4,606	
Restricted Equipment Purchases	59,863	891	20,443	
Reinvested Gains & Losses & Income from Investments	36,162	78,157	(765)	
Gains & Losses on Disposal of Property	-	-	-	
Other revenues and expenses, Net	(15,784)	(4,518)	2,121	
NonOperating Activity	84,024	78,729	26,405	
Increase (Decrease) in Unrestricted Net Assets	109,753	71,995	24,435	

(1) Includes receivables of:

☐ Check This Box if you have allocated a portion of Institutional Expenditures to other expense lines.

STATEMENT OF CHANGES IN NET ASSETS

	2 Years Prior 2006 Audited: yes	1 Year Prior 2007 yes	Most Recent Year 2008 yes
Increase (Decr) in Unrestricted Net Assets	78,880	71,995	24,435
Changes in Temporarily Restricted Net Assets:			
Contributions (1)	17,455	27,711	12,951
Reinvested Endowment Income & Gains	70,294	159,912	(63,483)
Net Assets Released from Restrictions	(63,864)	(4,110)	(23,464)
Other	-		
Increase in Temporarily Restricted Net Assets	23,885	183,513	(73,996)
Changes in Permanently Restricted Net Assets:			
Contributions (2)	9,435	10,514	5,491
Reinvested Endowment Income & Gains	271	307	505
Other			
Increase in Permanently Restricted Net Assets	9,706	10,821	5,996
Increase (Decrease) in Total Net Assets	112,471	266,329	(43,565)
 Net Assets at Beginning of Year	 1,527,121	 1,639,592	 1,905,921
Net Assets at End of Year	1,639,592	1,905,921	1,862,356

Footnote:

(1) Includes receivables of:

(2) Includes receivables of:

37,304	31,222	30,870
18,198	16,613	16,080

SUPPLEMENTAL DATA

	2 Years Prior 2006	1 Year Prior 2007	Most Recent Year 2008	Current Year Budget -
SECTION 1: FINANCIAL AID				
Source of Funds:				
a) Unrestricted Institutional	7,112	7,096	7,768	NA
b) Federal, State & Private Grants	958	948	940	
c) Restricted Endowment Funds	22,803	25,600	26,301	
TOTAL	30,873	33,644	35,009	
% Discount of Tuition & Fees	43.2%	42.4%	42.0%	
% Unrestricted Discount	10.0%	8.9%	9.3%	

SECTION 2: CONTRIBUTIONS RECEIVABLE (most recent year)

	Unrestricted	Temporarily Restricted	Permanently Restricted	Total
less than 1 year		4,943	1,355	6,298
1 year or greater		31,147	18,550	49,697
less: allowance		936	516	1,452
less: discount to present value		4,894	2,699	7,593
Total Contributions Receivable	0	30,260	16,690	46,950

SECTION 3: ENDOWMENT INCOME USED IN OPERATIONS (most recent year)

Formula:	Most Recent Yr. Amount 2008
Please check source of funding:	
<input checked="" type="checkbox"/> Spending Policy	76,584
Annual spending is set based on a combination of prior year's spending and endowment value. As a general rule, the total amount spent should be within a range of 4.5% to 5.5%.	
<input type="checkbox"/> Interest & Dividends Only	
<input type="checkbox"/> Unrealized Gains & Losses	
Total Endowment income Used in Operations	

SECTION 4: INSTITUTIONAL SUPPORT COST ADJUSTMENTS (most recent year)

Cost reported on CIHE Form 2	34,679
Add: costs previously allocated:	
Auxiliary Services	
Independent Operations	
Sales & Services of Educ. Activities	
Other	
Total Institutional Support Costs	34,679
% of Total Revenues & Net Assets Released from Restrictions	18.6%

SECTION 5: FACILITY COST ALLOCATIONS (most recent year)

	2 Years Prior	1 Year Prior	Most Recent Year	Current Year
Breakout costs allocated to all lines on CIHE Form 2-1.	-	-	-	-
Operations & Maintenance	21,028	21,625	19,297	NA
Depreciation & Amortization	12,374	12,418	13,527	
Interest Expense	5,442	5,588	4,844	
Total Facility Costs	38,844	39,631	37,668	0
Percent of Total Revenues & Net Assets Released from Restrictions				
Operations & Maintenance	12.6%	12.1%	10.4%	
Depreciation & Amortization	7.4%	6.9%	7.3%	
Interest Expense	3.3%	3.1%	2.6%	
Total Facility Costs	23.3%	22.1%	20.2%	

STATEMENT OF UNRESTRICTED OPERATING REVENUES AND EXPENSES

	Most Recent Year 2008	Most Recent Budget	Current Year Budget	Next Year Forward	Two Years Forward
FROM OPERATIONS					
<u>Revenue</u>					
Tuition & Fees	83,447	NA	NA		
Less: Financial Aid	35,009		0		
Net Tuition & Fees Revenue	48,438				
Gov't Appropriations	0		0		
Contributions used in Operations (1)	18,006		0		
Endowment Income used in Operations	36,585		0		
Federal & State Student Aid	940		0		
Gov't & Private Sponsored Research	3,243		0		
Other Income	6,030		0		
Auxiliary Enterprises	30,100		0		
Sales & Services of Educ. Activities	0		0		
Independent Operations	0		0		
Total Revenues	143,342				
Net Assets Released from Restrictions	43,020		0		
Total Revenues & Net Assets Released	186,362	-	=	=	
<u>Expenses</u>					
Instruction	80,742		0		
Research	10,672		0		
Public Service	0		0		
Academic Services	10,199		0		
Student Services	14,712		0		
Institutional Support	34,679		0		
Other Expense	0		0		
Total Education & General Expenses	151,004	-	-	-	-
Auxiliary Enterprises	37,328		0		
Independent Operations	0		0		
Total Expenses	188,332	-	-	-	-
Increase (Decrease) in Net Assets from Operations	(1,970)	-	-	-	-
Footnote:					
(1) Includes receivables of:	0		0		
Tuition and Mandatory Fee Charges	\$ 83,447				
Tuition and Fee Discount	43%	42%	42%		

STATEMENT OF CAPITAL CASH FLOWS

	2 Years <u>Prior</u> 2006	1 Year <u>Prior</u> 2007	Most Recent <u>Year</u> 2008	Current <u>Year Budget</u> -	Next Year <u>Forward</u> -
SOURCES OF FUNDS:					
Cash flow from Depreciation	12,374	12,418	13,527		
Cash from Gifts/Grants	5,889	16,419	7,319		
Debt Proceeds			27,385		
Other					
Total Sources	18,263	28,837	48,231	-	-
USES OF FUNDS					
Renovation & Maintenance	21,435	13,289	43,940		
Space Alterations					
New Construction					
Equipment & Furnishings	397	740	807		
Total Uses	21,832	14,029	44,747	-	-
NET CAPITAL CASH FLOW	(3,569)	14,808	3,484	-	-

INDEBTEDNESS ON PHYSICAL PLANT

Beginning Balance on Principal	124,117	122,530	120,750	146,263	146,263
Additional Principal Borrowed	-	-	57,385		
Principal Payments Made During Year	1,587	1,780	1,872		
Extraordinary Balloon Pymts / Refinancings	-		30,000		
Ending Balance on Principal	122,530	120,750	146,263	146,263	146,263
Interest Payments Made During Year	5,442	5,588	4,844		
Accumulated Depreciation	144,889	140,460	150,878		

Maximum expected annual debt service obligation
(principal & interest) on all outstanding debt

(exclude balloon payments expected to be
refinanced from external funds)

Year: Amount:

STUDENT ADMISSIONS DATA

(Fall Term)

Credit Seeking Students Only - Including Continuing Education

Wellesley College	2 Years Prior 2005	1 Year Prior 2006	Most Recent Year 2007	Current Year 2008	Next Year Forward 2009
Freshmen - Undergraduate					
Completed Applications	4,347	3,974	4,017	4,001	
Applications Accepted	1,463	1,434	1,434	1,442	
Applicants Enrolled	605	586	590	596	
% Accepted of Applied	33.7%	36.1%	35.7%	36.0%	-
% Enrolled of Accepted	41.4%	40.9%	41.1%	41.3%	-
Percent Change Year over Year					
Completed Applications	-	-8.6%	1.1%	-0.4%	
Applications Accepted	-	-2.0%	0.0%	0.6%	
Applicants Enrolled	-	-3.1%	0.7%	1.0%	
Average of Statistical Indicator of Aptitude of Enrollees: (Define Below)	1385	1389	1387	1367	
Sum of average critical reading and math					
Transfers - Undergraduate					
Completed Applications	165	179	212	186	
Applications Accepted	73	52	32	29	
Applications Enrolled	46	38	18	17	
% Accepted of Applied	44.2%	29.1%	15.1%	15.6%	-
% Enrolled of Accepted	63.0%	73.1%	56.3%	58.6%	-
Master's Degree					
Completed Applications	-	-	-	-	-
Applications Accepted	-	-	-	-	-
Applications Enrolled	-	-	-	-	-
% Accepted of Applied	-	-	-	-	-
% Enrolled of Accepted	-	-	-	-	-
First Professional Degree - All Programs					
Completed Applications	-	-	-	-	-
Applications Accepted	-	-	-	-	-
Applications Enrolled	-	-	-	-	-
% Accepted of Applied	-	-	-	-	-
% Enrolled of Accepted	-	-	-	-	-
Doctoral Degree					
Completed Applications	-	-	-	-	-
Applications Accepted	-	-	-	-	-
Applications Enrolled	-	-	-	-	-
% Accepted of Applied	-	-	-	-	-
% Enrolled of Accepted	-	-	-	-	-

STUDENT ENROLLMENT DATA

(Fall Term)

Credit Seeking Students Only - Including Continuing Education

Wellesley College		2 Years Prior 2005	1 Year Prior 2006	Most Recent Year 2007	Current Year 2008	Next Year Forward -
UNDERGRADUATE						
First Year	Full-Time Headcount	607	591	594	600	
	Part-Time Headcount	1	1	1	-	
	Total Headcount	608	592	595	600	-
	Total FTE	607.3	591.5	594.5	600.0	
Second Year	Full-Time Headcount	602	597	593	580	
	Part-Time Headcount	-	7	2	3	
	Total Headcount	602	604	595	583	-
	Total FTE	601.5	600.8	592.8	581.0	
Third Year	Full-Time Headcount	444	453	468	425	
	Part-Time Headcount	2	6	5	6	
	Total Headcount	446	459	473	431	-
	Total FTE	444.5	456.5	469.8	426.3	
Fourth Year	Full-Time Headcount	528	525	566	554	
	Part-Time Headcount	14	10	6	7	
	Total Headcount	542	535	572	561	-
	Total FTE	535.8	530.0	568.0	558.8	
Unclassified	Full-Time Headcount	35	34	17	31	
	Part-Time Headcount	98	94	128	138	
	Total Headcount	133	128	145	169	-
	Total FTE	61.0	58.3	50.5	65.0	
Total Undergraduate Students						
	Full-Time Headcount	2,216	2,200	2,238	2,190	-
	Part-Time Headcount	115	118	142	154	-
	Total Headcount	2,331	2,318	2,380	2,344	-
	Total FTE	2,250.0	2,237.0	2,275.5	2,231.0	-
% Change FTE Undergraduate						
GRADUATE						
	Full-Time Headcount					
	Part-Time Headcount					
	Total Headcount					-
	Total FTE					
% Change FTE Graduate		-	-	-	-	-
GRAND TOTAL						
Grand Total Headcount		2,331	2,318	2,380	2,344	-
Grand Total FTE		2,250.0	2,237.0	2,275.5	2,231.0	-
% Change Grand Total FTE		-	-0.6%	1.7%	-2.0%	

UNDERGRADUATE IPEDS PERSISTENCE RATES

	2005	2006	2007	2008	
Most recent IPEDS Retention Rate	94%	95%	96%	94%	
6 Year IPEDS Graduation Rate	93%	93%	92%	91%	

FACULTY PROFILE, PART 1

		4 Years Prior 2006 2004		3 Years Prior 2006 2005		2 Years Prior 2007 2006		1 Year Prior 2008 2007		Current Year 2009 2008	
		FT	PT	FT	PT	FT	PT	FT	PT	FT	PT
Number of Faculty											
Professor	Male	53	15	54	15	51	16	52	15	52	12
	Female	56	7	58	7	57	9	55	5	55	4
Associate	Male	34	6	33	6	36	6	31	3	29	1
	Female	20	3	18	1	18	3	23	2	24	0
Assistant	Male	35	23	35	28	45	19	44	21	49	1
	Female	22	16	30	19	31	16	29	12	27	0
Instructor	Male	2	8	1	6	1	7	3	10	1	0
	Female	0	2	4	1	1	4	2	4	1	0
Other	Male	7	17	7	17	8	16	6	15	26	37
	Female	1	4	1	2	2	1	2	2	13	20
Total	Male	131	69	130	72	141	64	136	64	157	51
	Female	99	32	111	30	109	33	111	25	120	24
Total Faculty											
Professor		109	22	112	22	108	25	107	20	107	16
Associate		54	9	51	7	54	9	54	5	53	1
Assistant		57	39	65	47	76	35	73	33	76	1
Instructor		2	10	5	7	2	11	5	14	2	-
Other		8	21	8	19	10	17	8	17	39	57
Total		230	101	241	102	250	97	247	89	277	75
Age (Minimum/Maximum/Mean)											
Professor	Minimum	41	49	42	50	43	39	40	48	40	52
	Maximum	77	70	78	76	79	72	80	69	80	69
	Mean	56	61	56	62	57	62	57	63	56	63
Associate	Minimum	36	42	37	43	35	44	35	45	35	54
	Maximum	61	65	62	68	63	64	64	65	64	54
	Mean	46	55	46	55	46	55	47	54	46	54
Assistant	Minimum	28	27	25	27	26	29	27	29	27	49
	Maximum	53	58	53	60	60	66	55	62	55	49
	Mean	36	42	36	42	36	43	36	44	35	49
Instructor	Minimum	26	27	33	27	34	27	28	28	28	n/a
	Maximum	27	56	52	57	53	58	54	59	32	n/a
	Mean	27	39	42	39	44	38	40	38	30	n/a
Other	Minimum	32	33	33	34	34	35	35	36	28	25
	Maximum	62	81	56	82	57	83	57	65	65	62
	Mean	46	50	47	52	49	53	50	52	48	40
Years at this Institution (Minimum/Maximum/Median)											
Professor	Minimum	0	0	8	0	9	0	0	0	0	0
	Maximum	51	40	52	39	53	42	54	41	54	39
	Median	24	29	25	30	25	30	26	30	25	30
Associate	Minimum	3	0	1	0	0	0	0	3	0	19
	Maximum	29	22	30	23	31	24	32	17	32	19
	Median	11	6	12	7	12	8	12	10	12	19
Assistant	Minimum	0	0	0	0	0	0	0	0	0	19
	Maximum	17	22	18	23	24	24	13	25	13	19
	Median	2	1	2	1	2	3	2	2	1	19
Instructor	Minimum	0	0	0	4	3	6	3	0	0	n/a
	Maximum	1	8	9	0	1	0	0	11	0	n/a
	Median	1	1	0	1	1	0	2	1	0	n/a
Other	Minimum	4	3	4	4	4	4	5	3	0	0
	Maximum	24	22	24	25	25	26	26	4	27	25
	Median	12	11	9	13	10	13	14	11	10	0

FACULTY PROFILE, PART 2

		4 Years Prior 2004-05		3 Years Prior 2005-06		2 Years Prior 2006-07		1 Year Prior 2007-08		Current Year 2008-09	
		FT	PT	FT	PT	FT	PT	FT	PT	FT	PT
Highest Degree Earned: Doctorate											
Professor		104	21	106	21	103	22	103	19	100	16
Associate		48	9	45	7	47	9	47	5	47	1
Assistant		49	35	56	42	70	28	64	30	66	1
Instructor											
Other		6	14	7	10	9	10	8	9	33	34
Total		207	79	214	80	229	69	222	63	246	52
Highest Degree Earned: Master's											
Professor		2		2		1		1		2	
Associate		3		4		5		5		5	
Assistant		6		7		5	9	6	1	6	
Instructor		2	7	4	7	2	5	5	8		
Other		2	4	1	6				4	4	13
Total		15	11	18	13	13	14	17	13	17	13
Highest Degree Earned: Bachelor's											
Professor						1				1	
Associate											
Assistant			1					1		3	
Instructor			3	1		2			6	2	2
Other			2		2	1	1	1	1	2	3
Total		-	6	1	2	1	4	2	7	8	5
Highest Degree Earned: Professional License											
Professor											
Associate											
Assistant											
Instructor											
Other											
Total		-	-	-	-	-	-	-	-	-	-
Fall Teaching Load, in credit hours**											
Professor	Minimum										
	Maximum										
	Median										
Associate	Minimum										
	Maximum										
	Median										
Assistant	Minimum										
	Maximum										
	Median										
Instructor	Minimum										
	Maximum										
	Median										
Other	Minimum										
	Maximum										
	Median										

****Explanation of teaching load (if not measured in credit hours):** tenured and tenure-track faculty teach four units per year (two each semester). Non-tenure-track faculty teach five units per year in the first through fourth year; after that, they teach four units per year.

FACULTY PROFILE, PART 3

		4 Years Prior 2004-05		3 Years Prior 2005-06		2 Years Prior 2006-07		1 Year Prior 2007-08		Current Year 2008-09	
Base Salary for Academic Year		FT	PT	FT	PT	FT	PT	FT	PT	FT	PT
Professor	Min.	90,000	75,000	94,000	8,000	104,000	8,000	102,000	8,000	108,000	10,000
	Max.	190,000	123,000	183,000	126,000	184,000	135,000	192,000	173,000	200,000	148,000
	Mean	119,000	70,000	123,000	73,000	121,000	85,000	138,000	96,000	145,000	96,000
Associate	Min.	73,000	7,000	75,000	14,000	81,000	7,000	83,000	7,000	82,000	46,000
	Max.	114,000	76,000	118,000	74,000	127,000	80,000	129,000	83,000	132,000	67,000
	Mean	84,000	52,000	87,000	53,000	94,000	47,000	96,000	52,000	97,000	56,000
Assistant	Min.	53,000	6,000	50,000	6,000	52,000	6,000	52,000	6,000	50,000	35,000
	Max.	81,000	80,000	87,000	83,000	95,000	104,000	96,000	99,000	90,000	87,000
	Mean	66,000	37,000	69,000	42,000	72,000	45,000	73,000	44,000	75,000	53,000
Instructor	Min.	47,000	3,000	49,000	5,000	53,000	5,000	48,000	5,000	43,000	26,000
	Max.	49,000	45,000	65,000	40,000	53,000	29,000	70,000	54,000	49,000	26,000
	Mean	48,000	17,000	55,000	19,000	53,000	20,000	56,000	20,000	46,000	26,000
Other	Min.	65,000	65,000	68,000	3,000	73,000	5,000	76,000	6,000	55,000	6,000
	Max.	108,000	93,000	99,000	101,000	107,000	83,000	111,000	86,000	122,000	66,000
	Mean	82,000	50,000	80,000	47,000	86,000	53,000	90,000	65,000	81,000	30,000

Fringe Benefits

Half-time or Greater		32.80%	33.60%	32.90%	33.47%	32.53%
Professor	Min.					
	Max.					
	Mean					
Associate	Min.					
	Max.					
	Mean					
Assistant	Min.					
	Max.					
	Mean					
Instructor	Min.					
	Max.					
	Mean					
Other	Min.					
	Max.					

FACULTY PROFILE, PART 4

	4 Years Prior 2004-05		3 Years Prior 2005-06		2 Years Prior 2006-07		1 Year Prior 2007-08		Current Year 2008-09	
	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT
Number of Faculty Appointed										
Professor	1	2		4		5	1	2	1	1
Associate	1	3		3	2	3	1	1	1	
Assistant	7	16	17	21	12	9	12	14	18	
Instructor	1	3	4	2		7	3	16	2	
Other									2	24
Total	10	24	21	30	14	24	17	33	24	25
Number of Faculty in Tenured Positions										
Professor	107	20	111	17	108	18	107	17	105	14
Associate	50	2	46	1	47	1	50		47	1
Assistant										
Instructor										
Other										
Total	157	22	157	18	155	19	157	17	152	15
Number of Faculty Departing										
Professor	1	3	1	4	3	4	1	5		
Associate	2	2		1	4	3				
Assistant	8	15	5	15	6	16	11	10		
Instructor	2	5		2		6	1	8		
Other		3		1	1	3		1		
Total	13	28	6	23	14	32	13	24	-	-
Number of Faculty Retiring										
Professor	1	3	3			4	1	5		
Associate		1								
Assistant										
Instructor										
Other										
Total	1	4	3	-	-	4	1	5	-	-

FACULTY PROFILE, PART 5

	4 Years Prior 2004		3 Years Prior 2005		2 Years Prior 2006		1 Year Prior 2007		Current Year 2008	
	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT
Number of Faculty by Department (or comparable academic unit)										
Africana Studies	2	6	3	3	3	3	4	2	4	2
American Studies	0	0	0	0	0	0	0	0	1	0
Anthropology	3	2	5	0	4	3	3	2	3	2
Art	12	14	12	16	11	19	13	11	13	12
Astronomy	3	1	3	1	3	0	3	0	3	0
Biological Sciences	13	5	13	7	14	7	13	7	14	7
Chemistry	10	5	11	3	12	3	12	2	14	1
Cinema & Media Studies	0	0	0	0	0	0	0	0	1	0
Classical Studies	6	1	5	2	5	1	5	2	6	1
Computer Science	5	2	6	2	7	2	7	2	7	3
East Asian Lang. & Lit.	8	1	9	1	9	0	9	0	10	2
Economics	16	4	18	2	18	2	16	3	17	5
Education	0	3	0	5	2	3	1	6	1	6
English	18	4	18	7	18	4	19	3	20	1
Environmental Studies	0	0	0	0	1	0	1	0	2	0
Extradepartmental	0	0	0	1	0	1	0	1	0	1
French	13	4	12	4	13	2	11	1	12	2
Geosciences	3	1	3	1	3	1	3	1	4	0
German	5	0	4	1	4	1	3	1	3	2
History	9	4	11	5	11	4	11	2	14	0
Italian Studies	4	3	3	3	4	3	3	4	4	1
Jewish Studies	1	1	2	0	2	0	1	1	1	1
Mathematics	11	4	11	4	12	1	13	0	12	3
Middle Eastern Studies	1	0	1	0	1	1	2	0	1	1
Music	5	3	3	4	6	3	6	2	7	2
Neuroscience	0	0	0	0	0	0	3	0	4	0
Newhouse Center	0	0	0	0	0	0	0	1	1	0
Peace Studies	0	0	0	0	0	0	0	0	0	0
Philosophy	8	1	9	0	9	3	7	2	7	2
Physical Education	9	2	11	1	9	1	11	1	14	0
Physics	7	1	7	0	7	1	7	0	7	0
Political Science	15	2	14	6	15	3	14	5	15	2
Psychology	13	6	13	6	14	6	13	6	15	3
Quantitative Reasoning	2	0	2	0	2	0	2	0	2	0
Religion	5	2	7	1	7	0	7	0	6	0
Russian	2	2	2	2	2	1	2	1	3	1
Sociology	5	2	6	1	6	1	7	0	7	1
South Asia Studies	0	0	0	0	1	0	1	0	1	0
Spanish	9	3	9	2	8	4	7	5	11	2
Theatre Studies	0	3	1	2	0	4	0	4	1	3
Women's Studies	6	2	6	3	6	3	6	4	6	3
Writing Program	1	7	1	6	1	6	1	7	3	3
Total	230	0	101	241	102	250	97	247	89	277

STUDENT HEADCOUNT BY UNDERGRADUATE MAJOR

	4 Years Prior	3 Years Prior	2 Years Prior	1 Year Prior	Current Year	
For Fall Term, as of Census Date						
Certificate: N/A						
	-	-	-	-	-	
Total	-	-	-	-	-	
Associate: N/A						
	-	-	-	-	-	
Total	-	-	-	-	-	
Baccalaureate	2003	2004	2005	2006	2007	2008
Africana Studies	5	11	8	8	8	6
Anthropology	11	9	9	16	15	13
Art	0	1	1	0	0	0
Art - History	29	35	34	38	46	41
Art - Studio	12	17	17	15	16	16
Astronomy	1	0	0	1	3	1
Biological Sciences	46	41	52	57	60	61
Chemistry	20	22	21	22	31	28
Chinese	6	3	6	5	3	5
Computer Science	27	26	18	15	22	18
Economics	109	114	138	172	170	156
English	91	86	94	83	96	87
French	58	42	32	47	47	57
Geosciences (Geology)	3	2	2	5	8	8
German	5	4	6	5	1	1
Greek	3	2	0	0	2	0
History	41	50	46	42	41	42
Italian Studies (Italian)	2	1	9	6	5	9
Japanese	4	8	7	12	16	16
Latin	5	6	3	3	3	4
Mathematics	21	24	29	38	31	45
Music	8	8	10	11	15	14
Philosophy	21	25	16	16	21	21
Physics	13	8	18	17	13	14
Political Science	74	89	105	95	109	111
Psychology	103	113	103	92	74	94
Religion	14	9	4	13	18	11
Russian	3	3	7	5	5	5
Sociology	21	24	27	32	29	30
Spanish	28	35	50	64	57	39
Women's Studies	12	15	14	29	25	26
Interdepartmental						
American Studies	16	17	24	20	18	11
Architecture	19	17	24	24	18	13
Astrophysics	3	3	4	5	3	3
Biological Chemistry	22	29	35	38	41	27
Chinese Studies	8	6	9	2	1	0
Cinema and Media Studies	12	19	19	19	14	16
Classical & Nr Eastern Archeology	2	1	2	1	2	1
Classical Civilization	24	16	12	15	17	26
Cognitive&Linguistic Sciences	4	9	16	21	16	23
Comparative Literature	3	3	4	5	7	6
East Asian Studies	0	1	6	14	18	13
Environmental Studies	11	11	13	9	20	28
French Cultural Studies	0	4	2	2	3	3
German Studies	1	2	0	3	5	4
International Relations	84	61	41	54	2	0
Internatnl Relations-Economics	0	0	0	0	14	14
Internatnl Relations- History	0	0	0	0	5	7
Internatnl Relations-Pol Sci	0	0	0	0	21	16
Japanese Studies	8	0	2	0	0	0
Jewish Studies	3	1	1	2	6	2
Latin American Studies	8	10	7	8	9	3
Media Arts and Sciences	1	7	15	17	15	15
Medieval/Renaissance Studies	6	7	9	12	7	5
Middle Eastern Studies	1	5	3	3	6	16
Neuroscience	49	47	46	47	64	72
Peace & Justice Studies	9	3	13	17	17	19
Russian Area Studies	2	1	1	2	5	6
South Asia Studies	0	0	0	0	1	6
Theater Studies	8	8	9	6	12	8
Individual Major	7	7	7	8	7	6
Total students with declared major	895	915	1002	1008	1059	1008
Undeclared	1345	1270	1196	1182	1176	1167
Unclassified students	111	105	134	128	146	169
Total Undergraduate	2351	2290	2332	2318	2381	2344

STUDENT HEADCOUNT BY GRADUATE PROGRAM
DOES NOT APPLY TO WELLESLEY COLLEGE

For Fall Term, as of Census Date	4 Years Prior 2006	3 Years Prior 2006	2 Years Prior 2007	1 Year Prior 2008	Current Year 2009
Total	-	-	-	-	-
Total	-	-	-	-	-
Total	-	-	-	-	-
Total	-	-	-	-	-
Total Graduate	-	-	-	-	-

CREDIT HOURS GENERATED BY DEPARTMENT OR COMPARABLE ACADEMIC UNIT

	4 Years Prior 2003-04	3 Years Prior 2004-05	2 Years Prior 2005-06	1 Year Prior 2006-07	Most Recent Full Year 2007-08
Undergraduate					
Africana Studies	696	842	1064	1204	840
American Studies	232	240	280	192	240
Anthropology	752	628	908	960	1188
Art	3336	3614	4172	3752	4244
Astronomy	879	902	844	904	928
Biological Sciences	4060	4419	4594	4405	4503
Chemistry	2966	3309	3654	3417	3426
Cinema & Media Studies	120	224	304	440	316
Classical Studies	1572	1132	1004	1176	1172
Computer Science	1709	1430	1443	1387	1485
East Asian Lang. & Lit.	1460	1688	2231	2142	2269
Economics	4852	5524	5660	5560	5876
Education	814	794	805	834	723
English	3896	3688	3834	4084	4204
Environmental Studies	95	250	209	331	556
Extrdepartmental	360	8	0	110	146
French	2085	2242	2232	2654	2466
Geosciences	1084	989	1152	1072	903
German	560	644	656	628	680
History	2844	2924	3004	2952	2948
Italian Studies	728	912	937	1009	1014
Jewish Studies	0	0	8	36	36
Mathematics	2920	3528	3256	3764	3428
Middle Eastern Studies	180	232	360	420	340
Music	936	858	1120	1064	1200
Neuroscience	16	32	126	203	419
Peace Studies	276	278	220	318	288
Philosophy	1580	1976	1748	1860	1764
Physical Education	56	64	52	68	72
Physics	1417	1461	1550	1748	1701
Political Science	4810	4866	4699	4671	4548
Psychology	4460	4716	4479	4493	4351
Quantitative Reasoning	828	244	212	212	256
Religion	1748	1492	1816	1624	1794
Russian	526	575	686	712	610
Sociology	1424	1328	1652	1476	1580
South Asia Studies	0	0	0	276	224
Spanish	2968	2612	3004	2728	2644
Theatre Studies	366	397	508	561	595
Women's Studies	952	1108	1380	1448	1684
Writing Program	2288	2560	2636	2510	2508
Interdisciplinary Subjects	612	672	850	730	1136
Total	63463	65402	69349	70135	71305

CIHE DATA FORM SUMMARY
FINANCIAL HEALTH RATIOS

Wellesley College		2 Years Prior 2006	1 Year Prior 2007	Most Recent Year 2008
Expendable Resources to Debt				
Unrestricted + Temporarily Restricted Net Assets				
- (Land,Bldg,Equip Net + Funds Held Under Bond Agreement				
- Long Term Debt)		7.54	10.04	8.35
Long Term Debt				
Expendable Resources to Operations				
Unrestricted + Temporarily Restricted Net Assets				
- (Land,Bldg,Equip Net + Funds Held Under Bond Agreement				
- Long Term Debt)		6.54	7.37	6.96
Total Expenses				
Total Net Asset to Operations				
Total Net Assets		9.55	10.26	9.89
Total Expenses				
Return on Net Assets				
Change in Total Net Assets		0.07	0.16	(0.02)
Total Net Assets (Beginning of Year)				
Net Income Ratio				
Change in Total Unrestricted Net Assets		0.40	0.40	0.13
Total Rev & Net Assets Released from Restrictions				
Net Operating Ratio				
Change in Net Assets from Operations (*)		0.13	(0.04)	(0.01)
Total Rev & Net Assets Released from Restrictions				
Total Resources per FTE Student				
(1)	Total Net Assets - Net Investment in Plant	603,543.11	727,464.91	692,845.97
	FTE Students			
(2)	Total Operating Expense	76,297.78	83,007.15	82,765.11
	FTE Students			
(3)	Total Operating Expense - Research	71,805.78	78,240.95	78,075.15
	FTE Students			
Debt Ratio	Change in Unrestr. Net Assets + Deprec. + Interest	13.76	12.22	4.36
	Interest + Principal Payments			
Debt / Equity	Total Net Assets	11.02	13.98	11.87
	Long Term Debt			
Capital Ratio	Depreciation + Interest	0.10	0.10	0.10
	Total Operating Expenses			
Age of Plant	Accumulated Depreciation	11.71	11.31	11.15
	Depreciation			

* Gains and Losses from Long-Term Investments, Extraordinary Gifts, and Contributions/Pledges Receivable over one year should be excluded from operating net assets ratios.

CIHE DATA FORM SUMMARY
FINANCIAL RATIOS

Wellesley College

2 Years
Prior
2006

1 Year
Prior
2007

Most Recent
Year
2008

Current
Year Budget
2009

STATEMENT OF UNRESTRICTED REVENUES & EXPENSES RATIOS

INCOME ALLOCATION

Internal Sources:

Net Tuition & Fees

Net Tuition & Fee Revenue
Total Revenue & Net Assets Released
- Aux. Ent. Exp - Indep Opr Exp

44%

32%

33%

-

Endowment

Endowment Income Used in Operations
Total Revenue & Net Assets Released
- Aux. Ent. Exp - Indep Opr Exp

20%

25%

25%

-

Net Auxiliary & Other

Other Income + Sales & Svcs of Educ Activ
+ Auxiliary Ent Rev - Auxiliary Ent Exp
Total Revenue & Net Assets Released
- Aux. Ent. Exp - Indep Opr Exp

-2%

-1%

-1%

-

External Sources:

Net Independent Opr

Independent Operations: Rev - Exp
Total Revenue & Net Assets Released
- Aux. Ent. Exp - Indep Opr Exp

0%

0%

0%

-

Contributions

Contributions used in Operations
Total Revenue & Net Assets Released
- Aux. Ent. Exp - Indep Opr Exp

10%

11%

12%

-

Grants & Net
Assets Released
& Fed. Stdt Aid

Federal & State Student Aid +
Govt & Private Sponsored Research + Net Assets
Released from Restrictions
Total Revenue & Net Assets Released
- Aux. Ent. Exp - Indep Opr Exp

27%

33%

32%

-

RESOURCE ALLOCATION

Education Core

Instruction + Research + Public Service
+ Academic Support
Total Rev & Net Assets Released
- Aux. Ent. Exp - Indep Opr Exp

56%

69%

68%

-

Student Life

Student Services
Total Rev & Net Assets Released
- Aux. Ent. Exp - Indep Opr Exp

8%

10%

10%

-

Institutional
Support

Institutional Support + Other Expenses
Total Rev & Net Assets Released
- Aux. Ent. Exp - Indep Opr Exp

20%

26%

23%

-

Contribution to
Net Assets from
Operations

Change in Net Assets from Operations
Total Rev & Net Assets Released
- Aux. Ent. Exp - Indep Opr Exp

16%

-5%

-1%

-

CIHE DATA FORM SUMMARY 1
STATEMENT OF UNRESTRICTED REVENUES AND EXPENSES
 PERCENT CHANGE YEAR OVER YEAR

Wellesley College

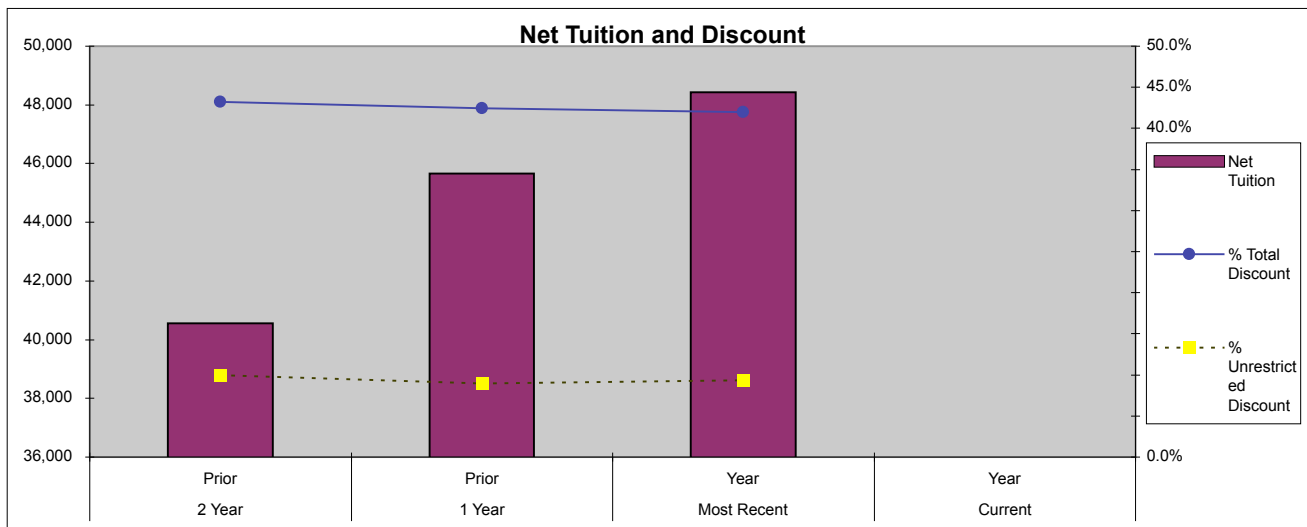
	1 Year <u>Prior</u> 2007	Most Recent <u>Year</u> 2008	Current <u>Year Budget</u> 2009	Next Year <u>Forward</u> 2010	2 Years <u>Forward</u> 2011
OPERATING					
<u>Revenue</u>					
Tuition & Fees	11.0%	5.2%		-	
Less: Financial Aid	-	4.1%	-100.0%	-	-
Net Tuition & Fees Revenue	-36.1%	6.1%	-100.0%	-	-
Gov't Appropriations	-	-	-	-	-
Contributions used in Operations	-3.3%	13.6%	-100.0%	-	-
Endowment Income used in Operations	8.5%	2.3%	-100.0%	-	-
Federal & State Student Aid	-1.0%	-0.8%	-100.0%	-	-
Gov't & Private Sponsored Research	13.9%	-2.6%	-100.0%	-	-
Other Income	19.0%	-0.7%	-100.0%	-	-
Auxiliary Enterprises	7.1%	2.4%	-100.0%	-	-
Sales & Services of Educ Activities	-	-	-	-	-
Independent Operations	-	-	-	-	-
Total Revenues	-12.8%	4.6%	-100.0%	-	-
Net Assets Released from Restrictions	4.4%	2.5%	-100.0%	-	-
Total Revenues & Net Assets Released	-9.3%	4.1%	-100.0%	-	-
<u>Expenses</u>					
Instruction	8.6%	4.0%	-100.0%	-	-
Research	5.5%	0.1%	-100.0%	-	-
Public Service	-	-	-	-	-
Academic Services	5.2%	0.4%	-100.0%	-	-
Student Services	3.9%	4.8%	-100.0%	-	-
Institutional Support	14.6%	-4.4%	-100.0%	-	-
Other Expense	-	-	-	-	-
Total Education & General Expenses	9.1%	1.5%	-100.0%	-	-
Auxiliary Enterprises	4.7%	1.0%	-100.0%	-	-
Independent Operations	-	-	-	-	-
Total Expenses	8.2%	1.4%	-100.0%	-	-
Increase (Decrease) in Net Assets from Operations	-126.2%	-70.7%	-100.0%	-	-
NON OPERATING					
Gifts, Bequests, NonOperating Contributions	11.0%	9.7%			
Restricted Equipment Purchases	-98.5%	2194.4%			
Reinvested Gains & Losses & Income from Investments	116.1%	-101.0%			
Gains & Losses on Disposal of Property	-	-			
Other revenues and expenses, net	-71.4%	-146.9%			
Increase (Decrease) in Net Assets from NonOperating Activity	-6.3%	-66.5%			
Increase (Decrease) in Unrestricted Net Assets	-34.4%	-66.1%			

CIHE DATA FORM SUMMARY 2
STATEMENT OF UNRESTRICTED REVENUES AND EXPENSES
 PERCENT OF TOTAL OPERATING BUDGET

Wellesley College	2 Years <u>Prior</u> 2006	1 Year <u>Prior</u> 2007	Most Recent <u>Year</u> 2008	Current <u>Year</u>	Next Year <u>Forward</u>	2 Years <u>Forward</u>
OPERATING						
<u>Revenue</u>						
Net Tuition Revenue	36.2%	25.5%	26.0%	-	-	-
Gov't Appropriations	0.0%	0.0%	0.0%	-	-	-
Contributions used in Operations	8.3%	8.9%	9.7%	-	-	-
Endowment Income used in Operations	16.7%	20.0%	19.6%	-	-	-
Federal & State Student Aid	0.5%	0.5%	0.5%	-	-	-
Gov't & Private Sponsored Research	1.5%	1.9%	1.7%	-	-	-
Other Income	2.6%	3.4%	3.2%	-	-	-
Auxiliary Enterprises	13.9%	16.4%	16.2%	-	-	-
Sales & Services of Educ. Activities	0.0%	0.0%	0.0%	-	-	-
Independent Operations	0.0%	0.0%	0.0%	-	-	-
Total Revenues	79.6%	76.6%	76.9%	-	-	-
Net Assets Released from Restrictions	20.4%	23.4%	23.1%	-	-	-
Total Revenues & Net Assets Released	100.0%	100.0%	100.0%	-	-	-
<u>Expenses</u>						
Instruction	36.2%	43.4%	43.3%	-	-	-
Research	5.1%	6.0%	5.7%	-	-	-
Public Service	0.0%	0.0%	0.0%	-	-	-
Academic Services	4.9%	5.7%	5.5%	-	-	-
Student Services	6.8%	7.8%	7.9%	-	-	-
Institutional Support	16.0%	20.3%	18.6%	-	-	-
Other Expense	0.0%	0.0%	0.0%	-	-	-
Total Education & General Expenses	69.1%	83.1%	81.0%	-	-	-
Auxiliary Enterprises	17.9%	20.6%	20.0%	-	-	-
Independent Operations	0.0%	0.0%	0.0%	-	-	-
Total Expenses	87.0%	103.8%	101.1%	-	-	-
Increase (Decrease) in Net Assets from Operations	13.0%	-3.8%	-1.1%	-	-	-

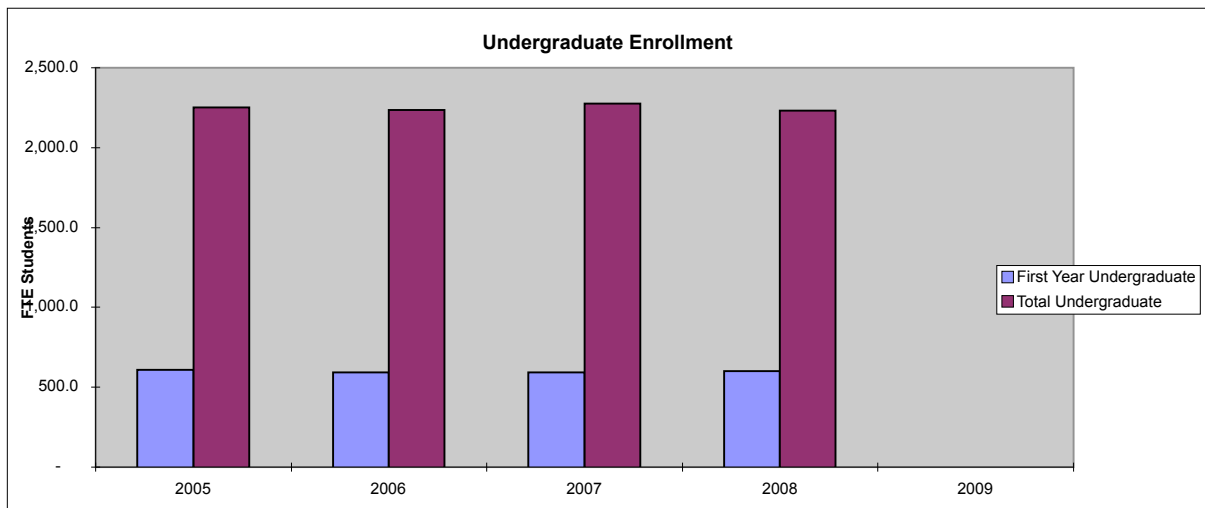
CIHE DATA FORM SUMMARY 3
STATEMENT OF UNRESTRICTED OPERATING REVENUES AND EXPENSES

Wellesley College	Most Recent Year <u>2008</u>	Budget <u>2008</u>	Variance <u>Actual v Budget</u>	Pct <u>Variance</u>
FROM OPERATIONS				
<u>Revenue</u>				
Tuition & Fees	83,447	NA		
Less: Financial Aid	35,009		35,009	-
Net Tuition & Fees Revenue	48,438			
Gov't Appropriations	0		0	-
Contributions used in Operations (1)	18,006		18,006	-
Endowment Income used in Operations	36,585		36,585	-
Federal & State Student Aid	940		940	-
Gov't & Private Sponsored Research	3,243		3,243	-
Other Income	6,030		6,030	-
Auxiliary Enterprises	30,100		30,100	-
Sales & Services of Educ. Activities	0		0	-
Independent Operations	0		0	-
Total Revenues	143,342			
Net Assets Released from Restrictions	43,020		43,020	-
Total Revenues & Net Assets Released	186,362			
<u>Expenses</u>				
Instruction	80,742		80,742	-
Research	10,672		10,672	-
Public Service	0		0	-
Academic Services	10,199		10,199	-
Student Services	14,712		14,712	-
Institutional Support	34,679		34,679	-
Other Expense	0		0	-
Total Education & General Expenses	151,004		151,004	-
Auxiliary Enterprises	37,328		37,328	-
Independent Operations	0		0	-
Total Expenses	188,332		188,332	-
Increase (Decrease) in Net Assets from Operations	(1,970)			
Footnote:				
(1) Includes receivables of:	0	0	0	-



Wellesley College

	2 Year Prior 2006	1 Year Prior 2007	Most Recent Year 2008	Current Year
Tuition & Fees	71,431	79,298	83,447	NA
Less: Financial Aid	30,873	33,644	35,009	-
Net Tuition	40,558	45,654	48,438	
% Total Discount	43.2%	42.4%	42.0%	
Unrestricted Institutional Aid	7,112	7,096	7,768	NA
% Unrestricted Discount	10.0%	8.9%	9.3%	

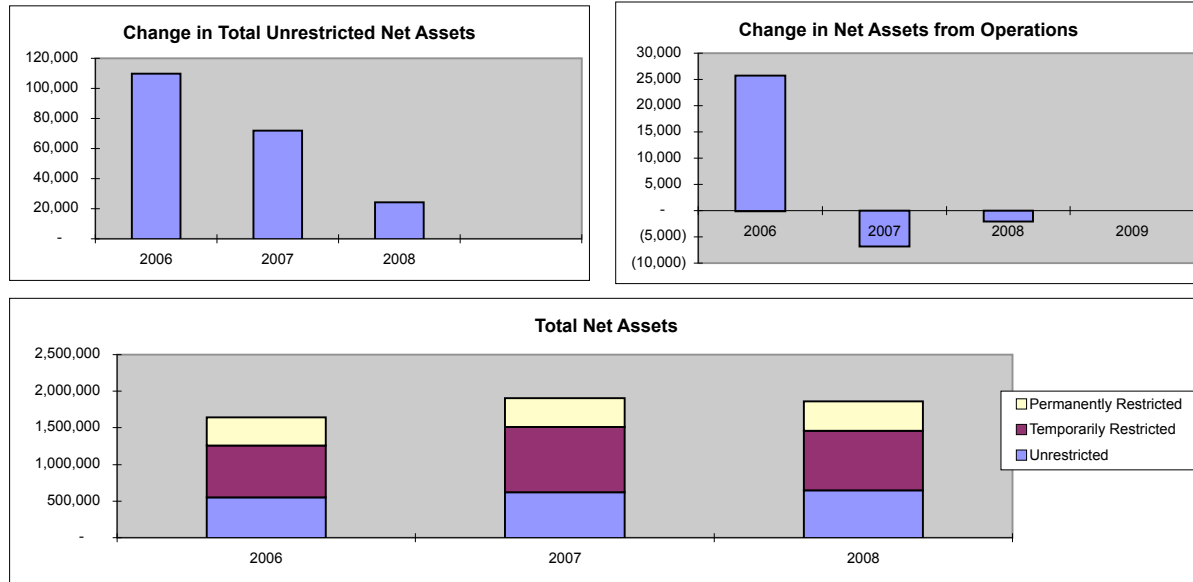


Wellesley College

FTE Enrollment

	<u>2005</u>	<u>2006</u>	<u>2007</u>	<u>2008</u>	<u>2009</u>
First Year Undergraduate	607.3	591.5	594.5	600.0	-
Total Undergraduate	2,250.0	2,237.0	2,275.5	2,231.0	-

t55

**Wellesley College**

	2006	2007	2008	2009
Chg in Unrestricted Net Assets from Operations	25,729	(6,734)	(1,970)	-
Chg in Total Unrestricted Net Assets	109,753	71,995	24,435	-

	2006	2007	2008
Unrestricted	552,649	624,644	649,079
Temporarily Restricted	702,718	886,231	812,235
Permanently Restricted	384,225	395,046	401,042
Total Net Assets	1,639,592	1,905,921	1,862,356

CIHE Form: Standard 10—Public Disclosure

PARA-GRAPH	INFORMATION	WEB ADDRESSES	PRINT PUBLICATIONS
10.2	How can inquiries be made about the institution? Where can questions be addressed?	www.wellesley.edu/Directory/KeyContacts/contactsmain.html	All college-wide publications include Web site url and main phone number.
10.2	Notice of availability of publications and of audited financial statement or fair summary	www.wellesley.edu/Controller/AnnualReport2008.pdf Also link from www.wellesley.edu/PublicAffairs/	Wellesley College annual report, 2007-2008
10.3	Institutional catalog	www.wellesley.edu/Courses/home.html	Wellesley College catalog, 2008-2009, published Sept. 2008
10.3	Obligations and responsibilities of students and the institution	Student Handbook: www.wellesley.edu/DeanStudent/policies.html Faculty Handbook: www.wellesley.edu/DeanCollege/handbook.html	Wellesley College catalog, student handbook
10.3	Information on admission and attendance	www.wellesley.edu/admission/admission/prospective.html www.wellesley.edu/admission/about/academic.html	Wellesley College catalog, 2008-2009, published Sept. 2008; admission viewbook
10.5	Institutional mission and objectives	www.wellesley.edu/Welcome/college.html	Wellesley College catalog, 2008-2009, published Sept. 2008
10.5	Expected educational outcomes		
10.5	Requirements, procedures and policies re: admissions	www.wellesley.edu/admission	Admission viewbook; Wellesley College catalog
10.5	Requirements, procedures and policies re: transfer credit	www.wellesley.edu/Registrar/transfercrguidelines.pdf ; www.wellesley.edu/admission/admission/transfer.html	admission viewbook; Wellesley College catalog
10.5	Student fees, charges and refund policies	www.wellesley.edu/SFS/StudentAccounts.html	Wellesley College catalog
10.5	Rules and regulations for student conduct	www.wellesley.edu/DeanStudent/policies.html	Wellesley College catalog
10.5	Other information re: attending or withdrawing from the institution	www.wellesley.edu/Registrar/Leaves.html	Wellesley College catalog
10.5	Academic programs	www.wellesley.edu/Academic/departments.html www.wellesley.edu/admission/about/academic.html	Wellesley College catalog; admission viewbook
10.5	Courses currently offered	www.wellesley.edu/Courses/home.html	Wellesley College catalog

PARA- GRAPH	INFORMATION	WEB ADDRESSES	PRINT PUBLICATIONS
10.5	Other available educational opportunities	Study Abroad: www.wellesley.edu/OIS/index.html Cross-registration: www.wellesley.edu/Registrar/Menupage7.html Domestic Exchange: www.wellesley.edu/OIS/USStudy/12collegeexchangemanual.html www.wellesley.edu/SummerSchool/	Wellesley College catalog; admission viewbook; Summer School brochure
10.5	Other academic policies and procedures	Honor Code: www.wellesley.edu/General/Judiciary/	Wellesley College catalog
10.5	Requirements for degrees and other forms of academic recognition	www.wellesley.edu/ClassDeans/degreq.html www.wellesley.edu/admission/about/requirements.html www.wellesley.edu/Registrar/Menupage9.html	Wellesley College catalog; admission viewbook
10.6	List of current faculty, indicating department or program affiliation, distinguishing between full- and part-time, showing degrees held and institutions granting them	Individual departmental and program Web sites list faculty members and biographical information. There is no single online listing.	Wellesley College catalog
10.6	Names and positions of administrative officers	www.wellesley.edu/Controller/AnnualReport2008.pdf www.wellesley.edu/Directory/LocalOnly/srstaff.html (listing in on-campus view)	Wellesley College catalog; annual financial report
10.6	Names and principal affiliations of members of the governing board	www.wellesley.edu/Directory/trustees.html	Wellesley College catalog; annual financial report
10.7	Locations and programs available at branch campuses, other instructional locations, and overseas operations at which students can enroll for a degree, along with a description of programs and services available at each location	NA	NA
10.8	Programs, courses, services, and personnel not available in any given academic year.	NA	Wellesley College catalog
10.9	Size and characteristics of the student body	www.wellesley.edu/InstResearch/Common%20Data%20Set%202007.pdf www.wellesley.edu/PublicAffairs/Media/facts.html www.wellesley.edu/admission/admission/statistics.html (first-year class)	Common Data Set; institutional fact sheet; college catalog; admission viewbook
10.9	Description of the campus setting	www.wellesley.edu/admission/virtual/ www.wellesley.edu/Welcome/college.html www.wellesley.edu/Welcome/buildings.html	Institutional fact sheet; admission viewbook

PARA- GRAPH	INFORMATION	WEB ADDRESSES	PRINT PUBLICATIONS
10.9	Availability of academic and other support services	www.wellesley.edu/ClassDeans/advising.html www.wellesley.edu/ClassDeans/asupport.html	New student guide; Wellesley College catalog
10.9	Range of cocurricular and non-academic opportunities available to students	www.wellesley.edu/StudentActivities/	New student guide; admission viewbook
10.9	Institutional learning and physical resources from which a student can reasonably be expected to benefit	www.wellesley.edu/DeanStudent/ www.wellesley.edu/CWS/ www.wellesley.edu/athletics/athletics/	Wellesley College catalog; new student guide; admission viewbook
10.10	Institutional goals for students' education	www.wellesley.edu/admission/about/academic.html	Wellesley College catalog; admission viewbook
10.11	Success of students in achieving institutional goals including rates of retention and graduation and other measure of student success appropriate to institutional mission. Passage rates for licensure exams, as appropriate	www.wellesley.edu/PublicAffairs/Factfoldero7o8pi.pdf ; www.wellesley.edu/InstResearch/Institutional%2oData.html ; www.wellesley.edu/PublicAffairs/Media/facts.html	Common Data Set; institutional fact sheet; college catalog
10.11	Total cost of education, including availability of financial aid and typical length of study	www.wellesley.edu/Admission/admission/financialaid.html ; www.wellesley.edu/admission/pdf/FinAid_afford.pdf ; www.wellesley.edu/SFS/WCCompFees.html	Admission viewbook
10.11	Expected amount of student debt upon graduation	www.wellesley.edu/Admission/admission/financialaid.html	
10.13	Statement about accreditation		Institutional Fact Book

E-SERIES—WELLESLEY COLLEGE

CATEGORY	(1) Are there specific goals for student learning?	(2) Where are these learning goals published?	(3) Other than course completion and grades, what evidence is used to evaluate whether these goals are being met?	(4) Who interprets the evidence? What is the process?	(5) How has the evidence been used in program assessment and planning?	(6) Date of last review/ evaluation of curriculum and student learning	(7) What new tools might you use in the future?
At the institutional level:	Yes	Course catalog describes goals of liberal arts education	<ul style="list-style-type: none"> • Senior surveys (OIR) • Alumnae surveys (OIR) 	Results of OIR surveys are made public. They are reviewed by: <ul style="list-style-type: none"> • Senior staff • Department faculty • Subcommittee of Board of Trustees 	Added: <ul style="list-style-type: none"> • Public speaking program • QR requirement • Multicultural requirement 	<ul style="list-style-type: none"> • Reviews conducted annually by senior staff and department faculty; periodically by Board 	<ul style="list-style-type: none"> • New alumnae survey (described in narrative)
For general education if an undergraduate institution:	Yes	Course catalog (distribution, foreign language, writing, multicultural , QR requirements)	<ul style="list-style-type: none"> • Senior surveys • Alumnae surveys 	Results of surveys are made public. They are reviewed by: <ul style="list-style-type: none"> • Senior staff • Department faculty • Subcommittee of Board of Trustees 	Added: <ul style="list-style-type: none"> • Public speaking program • QR requirement • Multicultural requirement 	<ul style="list-style-type: none"> • Reviews conducted annually by senior staff and department faculty; periodically by Board 	<ul style="list-style-type: none"> • New alumnae survey (described in narrative)
List each degree program: Africana Studies	Yes	To be published in course catalog	<ul style="list-style-type: none"> • Senior exit interviews (OIR) • Formal and informal contacts with alumnae • Participation in mini-symposia, conferences, and meetings • Course-embedded assessment (exams, papers, projects, presentations) 	Department/ program faculty members review evidence	<ul style="list-style-type: none"> • Tracks in major reduced from 4 to 3 • Mandatory annual colloquium added for majors and minors • Added new courses to curriculum 	<ul style="list-style-type: none"> • External visiting committee in 1995 • Dept curriculum retreat 2008 	<ul style="list-style-type: none"> • Senior essay • Capstone courses • Outreach to non-majors
American Studies	Yes	To be published in course catalog	<ul style="list-style-type: none"> • Capstone course • Course-embedded assessment (exams, papers, projects, presentations) 	Department/ program faculty members review evidence		External visiting committee in 2006	<ul style="list-style-type: none"> • Honors theses • Portfolios (papers, critical exercises, course evaluations) • Writing prize

E-SERIES—WELLESLEY COLLEGE

CATEGORY	(1) Are there specific goals for student learning?	(2) Where are these learning goals published?	(3) Other than course completion and grades, what evidence is used to evaluate whether these goals are being met?	(4) Who interprets the evidence? What is the process?	(5) How has the evidence been used in program assessment and planning?	(6) Date of last review/ evaluation of curriculum and student learning	(7) What new tools might you use in the future?
Anthropology	Yes	To be published in course catalog	<ul style="list-style-type: none"> • Survey of graduates • Course-embedded assessment (exams, papers, projects, presentations) 	Department/ program faculty members review evidence	<ul style="list-style-type: none"> • Requirements for the major were recently changed 	External visiting committee in 2008	<ul style="list-style-type: none"> • May administer a final written exam for senior majors, which would constitute a capstone
Art	Yes	To be published in course catalog	<ul style="list-style-type: none"> • Peer and faculty critiques of assignments and final projects • Visiting artist critique of student work • Public feedback on ongoing display of student work • Portfolio, thesis evaluation • Informal feedback from alumnae • Course-embedded assessment (exams, papers, projects, presentations) 	Department/ program faculty members review evidence	<ul style="list-style-type: none"> • Curriculum is constantly revised and modified 	External visiting committee in 1998	
Astronomy/ Astrophysics	Yes	To be published in course catalog	<ul style="list-style-type: none"> • Student work at schools in Keck Astronomy Consortium • Feedback from past majors/minors • Feedback from students in grad school • Course-embedded assessment (exams, papers, projects, presentations) 	Department/ program faculty members review evidence	<ul style="list-style-type: none"> • Used student survey data in designing astrophysics major and re-structuring astronomy major 	External visiting committee in 1999	<ul style="list-style-type: none"> • Longitudinal surveys of alumnae • Formal exit interviews of seniors
Biological Chemistry	Yes	To be published in course catalog	<ul style="list-style-type: none"> • Feedback about student success in graduate/medical school • GRE and MCAT results • Course-embedded assessment (exams, papers, projects, presentations) 	Department/ program faculty members review evidence	<ul style="list-style-type: none"> • Genetics course modified based on feedback from students in graduate school • Seminar for newly declared majors 	External visiting committee in 2003	<ul style="list-style-type: none"> • Science Center-based alumnae surveys • Major-specific questions added to current senior exit interviews • More routine analysis of GRE and MCAT scores • Focused assessment student independent research

E-SERIES—WELLESLEY COLLEGE

CATEGORY	(1) Are there specific goals for student learning?	(2) Where are these learning goals published?	(3) Other than course completion and grades, what evidence is used to evaluate whether these goals are being met?	(4) Who interprets the evidence? What is the process?	(5) How has the evidence been used in program assessment and planning?	(6) Date of last review/ evaluation of curriculum and student learning	(7) What new tools might you use in the future?
Biological Sciences	Yes	To be published in course catalog	<ul style="list-style-type: none"> • Student feedback about acceptance and success in graduate and medical schools • Student feedback on courses • Student success in upper-level courses • Student independent research success (e.g. co-authorship on published papers; meeting presentations) • Student success in obtaining biology-related jobs or internships after graduation • GRE and MCAT scores • Course-embedded assessment (exams, papers, projects, presentations) 	Department/ program faculty members review evidence	<ul style="list-style-type: none"> • Curriculum is regularly revised and modified • Internal review in 2007 led to the addition of entry level “appetizer” courses designed to attract students to the field and major revisions of introductory cell/ molecular biology course for majors 	<ul style="list-style-type: none"> • Internal review in 2007 • External visiting committee in 1997 	<ul style="list-style-type: none"> • Required capstone • Portfolio assessment • Comparison of SATII bio exam with GRE/MCAT • Addition of bio-specific questions to senior exit interviews • Alumnae survey • Graded essays for non-majors • Outreach projects for non-majors • Pre- and post-tests
Chemistry	Yes	To be published in course catalog	<ul style="list-style-type: none"> • Students presentations at conferences • Thesis or non-thesis research • GRE scores • Admission to and success in graduate/medical school • Questions from ACS standard exams included on course exams • Student evaluation questionnaires (SEQs) • Informal feedback from majors • Course-embedded assessment (exams, papers, projects, presentations) 	Department/ program faculty members review evidence	<ul style="list-style-type: none"> • Re-design of introductory sequence and physical chemistry sequence 	External visiting committee in 2000	<ul style="list-style-type: none"> • Detailed survey of GRE scores across institutions • Standardized final exam

E-SERIES—WELLESLEY COLLEGE

CATEGORY	(1) Are there specific goals for student learning?	(2) Where are these learning goals published?	(3) Other than course completion and grades, what evidence is used to evaluate whether these goals are being met?	(4) Who interprets the evidence? What is the process?	(5) How has the evidence been used in program assessment and planning?	(6) Date of last review/ evaluation of curriculum and student learning	(7) What new tools might you use in the future?
Classical Studies	Yes	To be published in course catalog	<ul style="list-style-type: none"> • Student preparedness in upper-level courses • Grad school acceptances • Teaching placements • Course-embedded assessment (exams, papers, projects, pres) 	Department/ program faculty members review evidence	<ul style="list-style-type: none"> • New introductory courses are being planned • Review of the major is underway 	External visiting committee in 1997	<ul style="list-style-type: none"> • Anonymous portfolio assessment • Anonymous assessment of sight translations
Cognitive and Linguistic Sciences	Yes	To be published in course catalog	<ul style="list-style-type: none"> • Performance in capstone seminar • Grad school admission and success • Cross-institution comparison of number of PhDs earned by majors • Course-embedded assessment (exams, papers, projects, presentations) 	Department/ program faculty members review evidence			
Comparative Literature	Yes	To be published in course catalog	<ul style="list-style-type: none"> • Capstone seminar • Performance in honors program • Data from OIR • Course-embedded assessment (exams, papers, projects, presentations) 	Department/ program faculty members review evidence			

E-SERIES—WELLESLEY COLLEGE

CATEGORY	(1) Are there specific goals for student learning?	(2) Where are these learning goals published?	(3) Other than course completion and grades, what evidence is used to evaluate whether these goals are being met?	(4) Who interprets the evidence? What is the process?	(5) How has the evidence been used in program assessment and planning?	(6) Date of last review/ evaluation of curriculum and student learning	(7) What new tools might you use in the future?
Computer Science	Yes	To be published in course catalog	<ul style="list-style-type: none"> • Department-based exit interviews • Department-based senior questionnaire • Focus groups • Annual “Cirque du CS” in which students present projects to classmates, visitors, and alumnae • Student portfolios • Placement of students at NSF-REU summer programs • Required “senior seminar” presentation • Job placement • Grad school admissions • Alumnae feedback • Comparative data from other CS programs • Course-embedded assessment (exams, papers, projects, presentations) 	Department/ program faculty members review evidence	• Curriculum has been changed	External visiting committee in 1998	
East Asian Languages and Lit.	Yes	To be published in course catalog	<ul style="list-style-type: none"> • Feedback about student success in study abroad programs • Course-embedded assessment (exams, papers, projects, presentations) 	Department/ program faculty members review evidence		External visiting committee in 1994/2002	<ul style="list-style-type: none"> • Gateway course • Capstone courses • Student surveys
East Asian Studies	Yes	To be published in course catalog	<ul style="list-style-type: none"> • Course-embedded assessment (exams, papers, projects, presentations) 	Department/ program faculty members review evidence		External visiting committee in 1994/2002	<ul style="list-style-type: none"> • Senior exit interviews • Mayling Soong essay contest • Evaluation of study abroad program

E-SERIES—WELLESLEY COLLEGE

CATEGORY	(1) Are there specific goals for student learning?	(2) Where are these learning goals published?	(3) Other than course completion and grades, what evidence is used to evaluate whether these goals are being met?	(4) Who interprets the evidence? What is the process?	(5) How has the evidence been used in program assessment and planning?	(6) Date of last review/ evaluation of curriculum and student learning	(7) What new tools might you use in the future?
Economics	Yes	To be published in course catalog	<ul style="list-style-type: none"> • Student preparedness in upper-level courses • Grad school placement • Course-embedded assessment (exams, papers, projects, presentations) 	Department/ program faculty members review evidence	<ul style="list-style-type: none"> • Change in curriculum to require full year of statistics and econometrics • Addition of calculus pre-req for theory classes 	<ul style="list-style-type: none"> • External visiting committee planned for spring 2009 • External visiting committee in 1996 	<ul style="list-style-type: none"> • Adding major-specific questions to senior exit interviews and alumnae surveys
Education	Yes	To be published in course catalog	<ul style="list-style-type: none"> • Capstone experience • Summaries and documentation of fieldwork • Student teaching applications • Teaching portfolios • Performance reviews (with external reviewer) • Exit interviews • Standardized state licensure test • Annual alumnae survey (OIR) • Exit interviews • Comparative data from other institutions • Data from OIR • Course-embedded assessment (exams, papers, projects, presentations) 	Department/ program faculty members review evidence	<ul style="list-style-type: none"> • Improvements made to courses and programs 	<ul style="list-style-type: none"> • External review by team from MA Dept of Education in 2003 • Reviewed by CCI in 2008 	
English	Yes	To be published in course catalog	<ul style="list-style-type: none"> • Data from OIR • Data comparison with peer institutions • Performance in honors program • SEQs • Course-embedded assessment (exams, papers, projects, presentations) 	Department/ program faculty members review evidence	<ul style="list-style-type: none"> • Tightened up requirements for major • Eliminated a path towards honors • Added a methodology course at the 200-level 	<ul style="list-style-type: none"> • Dept retreat in spring 2008 • External visiting committee in 2008-09 	<ul style="list-style-type: none"> • Group/Blind grading exercises • External evaluators for honors oral exam • Survey of alumnae

E-SERIES—WELLESLEY COLLEGE

CATEGORY	(1) Are there specific goals for student learning?	(2) Where are these learning goals published?	(3) Other than course completion and grades, what evidence is used to evaluate whether these goals are being met?	(4) Who interprets the evidence? What is the process?	(5) How has the evidence been used in program assessment and planning?	(6) Date of last review/ evaluation of curriculum and student learning	(7) What new tools might you use in the future?
Environmental Studies	Yes	To be published in course catalog	<ul style="list-style-type: none"> • Student preparedness for upper-level courses • Capstone: public presentations of work • Evaluation of student work by external parties who use that work • Surveys of current and former majors • Program-level exit interviews/surveys • Job placement/ Fellowships/grad school acceptance • SEQs • Course-embedded assessment (exams, papers, projects, presentations) 	Department/ program faculty members review evidence	<ul style="list-style-type: none"> • Created more common required courses • Expanded intro courses • Created 200-level core courses • Revised curriculum so that later courses build on earlier ones 	External visiting committee in 2004-05	<ul style="list-style-type: none"> • More systematic data collection from current and former majors
French	Yes	To be published in course catalog	<ul style="list-style-type: none"> • Data from alumnae office/OIR • Course-embedded assessment (exams, papers, projects, presentations) 	Department/ program faculty members review evidence		<ul style="list-style-type: none"> • Dept retreat in 2006 • External visiting committee in 1998 	<ul style="list-style-type: none"> • Proficiency testing • Anonymous evaluation of student work
Geosciences	Yes	To be published in course catalog	<ul style="list-style-type: none"> • Student preparedness for upper-level courses • Honors theses, independent projects • Student presentations at conferences • Student co-authorship on publications • Graduate school admissions • External examiners on honors thesis committees • Course-embedded assessment (exams, papers, projects, presentations) 	Department/ program faculty members review evidence	<ul style="list-style-type: none"> • Geosciences curriculum was completely restructured 	External visiting committee in 2001	<ul style="list-style-type: none"> • Longitudinal surveys of alumnae • Formal exit interviews of seniors

E-SERIES—WELLESLEY COLLEGE

CATEGORY	(1) Are there specific goals for student learning?	(2) Where are these learning goals published?	(3) Other than course completion and grades, what evidence is used to evaluate whether these goals are being met?	(4) Who interprets the evidence? What is the process?	(5) How has the evidence been used in program assessment and planning?	(6) Date of last review/ evaluation of curriculum and student learning	(7) What new tools might you use in the future?
German	Yes	To be published in course catalog	<ul style="list-style-type: none"> • Performance in honors program • Student applications for study abroad and wintersession programs • Data from OIR • SEQs • Course-embedded assessment (exams, papers, projects, presentations) 	Department/ program faculty members review evidence		External visiting committee in 1995-96	
History	Yes	To be published in course catalog	<ul style="list-style-type: none"> • Course-embedded assessment (exams, papers, projects, presentations) 	Department/ program faculty members review evidence		External visiting committee in 1998	<ul style="list-style-type: none"> • Portfolio assessment • Grad school admission (for IR majors)
Italian Studies	Yes	To be published in course catalog	<ul style="list-style-type: none"> • Student performance in honors program • Course-embedded assessment (exams, papers, projects, presentations) 	Department/ program faculty members review evidence		External visiting committee in 1997-98	
Jewish Studies	Yes	To be published in course catalog	<ul style="list-style-type: none"> • Student admission to grad school • Feedback from students in graduate programs • Course-embedded assessment (exams, papers, projects, presentations) 	Department/ program faculty members review evidence	<ul style="list-style-type: none"> • Courses structured to meet needs of graduate programs 		
Latin American Studies	Yes	To be published in course catalog	<ul style="list-style-type: none"> • Success in upper-level research seminar • Honors theses • Informal feedback from majors • Course-embedded assessment (exams, papers, projects, presentations) 	Department/ program faculty members review evidence			<ul style="list-style-type: none"> • Program-specific senior exit interviews
Mathematics	Yes	To be published in course catalog	<ul style="list-style-type: none"> • Job/grad school placement • Course-embedded assessment (exams, papers, projects, presentations) 	Department/ program faculty members review evidence	<ul style="list-style-type: none"> • Curriculum development to meet needs of graduate programs 	External visiting committee in 1995	

E-SERIES—WELLESLEY COLLEGE

CATEGORY	(1) Are there specific goals for student learning?	(2) Where are these learning goals published?	(3) Other than course completion and grades, what evidence is used to evaluate whether these goals are being met?	(4) Who interprets the evidence? What is the process?	(5) How has the evidence been used in program assessment and planning?	(6) Date of last review/ evaluation of curriculum and student learning	(7) What new tools might you use in the future?
Media Arts and Sciences	Yes	To be published in course catalog	<ul style="list-style-type: none"> • Department-based exit interviews • Department-based senior questionnaire • Focus groups • Semi-annual open studios in which students present projects to classmates, visitors, and alumnae • Student portfolios • Placement of students at NSF-REU and other competitive summer programs • Job placement • Grad school admissions • Alumnae feedback 	Department/program faculty members review evidence	<ul style="list-style-type: none"> • Revisions of the Curriculum and requirements 	Program is new; an external review is planned for 2010	<ul style="list-style-type: none"> • Following alumnae career developments through social networks
Middle Eastern Studies	Yes	To be published in course catalog	<ul style="list-style-type: none"> • Acceptance into study-abroad programs • Acceptance into language instruction programs • Grad school placement • Participation in Honors program • Participation in Tanner & Ruhlman conferences • Success of graduates in professional fields • Course-embedded assessment (exams, papers, projects, presentations) 	Department/program faculty members review evidence	<ul style="list-style-type: none"> • Information used in planning curriculum each year • New courses added, especially (but not only) in Arabic • Information used in advising students 	<ul style="list-style-type: none"> • Program is new; plan for external visit in next 2-3 years 	<ul style="list-style-type: none"> • Senior exit interviews
Music	Yes	To be published in course catalog	<ul style="list-style-type: none"> • End-of-semester evaluations/juries • Sole/ensemble concerts • Student success in graduate programs • Course-embedded assessment (exams, papers, projects, presentations) 	Department/program faculty members review evidence		External visiting committee in 2000	

E-SERIES—WELLESLEY COLLEGE

CATEGORY	(1) Are there specific goals for student learning?	(2) Where are these learning goals published?	(3) Other than course completion and grades, what evidence is used to evaluate whether these goals are being met?	(4) Who interprets the evidence? What is the process?	(5) How has the evidence been used in program assessment and planning?	(6) Date of last review/ evaluation of curriculum and student learning	(7) What new tools might you use in the future?
Neuroscience	Yes	To be published in course catalog	<ul style="list-style-type: none"> • Annual review of core curriculum, including from faculty and students • Annual examination of coverage in core courses • Capstone course • Honors theses • Grad school, med school acceptance rates • Fellowships/awards/ internships • Student authorship on publications and presentations • Course-embedded assessment (exams, papers, projects, presentations) 	Neuroscience Advisory Committee and program faculty members review evidence annually	<ul style="list-style-type: none"> • New core curriculum designed • New courses being planned • Adjustment of topical, theoretical and skill-based emphasis in core courses 	External visiting committee in 2006 New curriculum introduced 2007-08	<ul style="list-style-type: none"> • Specific measures of student learning will be designed when the first class of students entering the major has completed the course sequence
Peace and Justice Studies	Yes	To be published in course catalog	<ul style="list-style-type: none"> • Comparison of course performance among students within major to students majoring in contributing departments • Success of graduates in professional fields • Alumnae surveys (OIR) • Assessment of experiential work • Course-embedded assessment (exams, papers, projects, presentations) 	Department/ program faculty members review evidence		External visiting committee in 2007-08	<ul style="list-style-type: none"> • More systematic assessment of the impact of the experiential component of major

E-SERIES—WELLESLEY COLLEGE

CATEGORY	(1) Are there specific goals for student learning?	(2) Where are these learning goals published?	(3) Other than course completion and grades, what evidence is used to evaluate whether these goals are being met?	(4) Who interprets the evidence? What is the process?	(5) How has the evidence been used in program assessment and planning?	(6) Date of last review/ evaluation of curriculum and student learning	(7) What new tools might you use in the future?
Philosophy	Yes	To be published in course catalog	<ul style="list-style-type: none"> • Honors program • Grad school admission/success • Preparedness for upper level courses • SEQs • Fellowships • Alumnae feedback • Course-embedded assessment (exams, papers, projects, presentations) 	Department/ program faculty members review evidence	<ul style="list-style-type: none"> • Raised standards for honors program • Recently changed requirements for major • Curriculum is constantly being revised and modified 	External visiting committee in 1996	
Physical Education	Yes	To be published in course catalog	<ul style="list-style-type: none"> • Pre- and post-testing • SEQs • Department surveys • OIR senior exit surveys and interviews • Capstone experiences • Alumnae feedback 	Department/ program faculty members review evidence	<ul style="list-style-type: none"> • New curricular offerings added • More opportunities for students to audit classes • Expanded offerings in recreation 	<ul style="list-style-type: none"> • 2008 Dept Strategic Planning Process • External visiting committee in 1999 	Athletics <ul style="list-style-type: none"> • Senior exit survey and interviews with student-athletes • Interviews with students who choose to leave athletics team • Senior recreation participant interviews
Physics	Yes	To be published in course catalog	<ul style="list-style-type: none"> • Standardized tests sometimes used at start and end of intro courses • Physics GRE scores • Oral presentation of course-based projects • Success in graduate school and finding employment • Senior exit interviews conducted within dept • Feedback from alums • Course-embedded assessment (exams, papers, projects, presentations) 	Department/ program faculty members review evidence	<ul style="list-style-type: none"> • addition of statistical mechanics as a major requirement • development of full-year of mathematical methods courses • expanded student research opportunities 	External visiting committee in 1999	<ul style="list-style-type: none"> • Senior exit interviews conducted by someone external to the dept

E-SERIES—WELLESLEY COLLEGE

CATEGORY	(1) Are there specific goals for student learning?	(2) Where are these learning goals published?	(3) Other than course completion and grades, what evidence is used to evaluate whether these goals are being met?	(4) Who interprets the evidence? What is the process?	(5) How has the evidence been used in program assessment and planning?	(6) Date of last review/ evaluation of curriculum and student learning	(7) What new tools might you use in the future?
Political Science	Yes	To be published in course catalog	<ul style="list-style-type: none"> • Honors program • Annual paper competitions with blind evaluation • Senior exit surveys • Feedback from poli sci majors' council • Data on independent student research projects • Data about occupations of graduates • Course-embedded assessment (exams, papers, projects, presentations) 	Department/ program faculty members review evidence	<ul style="list-style-type: none"> • Revised process by which students apply to honors program • Established preparatory courses for honors thesis students 	<ul style="list-style-type: none"> • External visiting committee in 2008 • Dept now undertaking complete re-evaluation of curriculum 	
Psychology	Yes	To be published in course catalog	<ul style="list-style-type: none"> • Alumnae survey data from OIR • Student success in grad school • Feedback from employers • Honors program • Student presentations at conferences • Course-embedded assessment (exams, papers, projects, presentations) 	Department/ program faculty members review evidence		<ul style="list-style-type: none"> • External visiting committee in 2002 	<ul style="list-style-type: none"> • Feedback from internship sites about student performance • Alumnae surveys • NESSE survey • Random survey of students in 101 and R-courses • Standard post-test for students in R-courses
Quantitative Reasoning	Yes	To be published in course catalog	<ul style="list-style-type: none"> • Pre- and post-course test questions • Pre- and post-course attitude assessment (designed at Dartmouth) • OIR alumnae surveys • SEQ data • Course-embedded assessment (exams, papers, projects, presentations) 	Department/ program faculty members review evidence	<ul style="list-style-type: none"> • Major and minor revisions made to QR 140 • New components added to QR overlay courses • New QR overlay courses created 	Evaluation occurs every time QR 140 is taught; CCI reviewed QR program in 2003	<ul style="list-style-type: none"> • Additional QR-focused questions on alumnae surveys
Religion	Yes	To be published in course catalog	<ul style="list-style-type: none"> • Admission to competitive graduate institutions • Course-embedded assessment (exams, papers, projects, presentations) 	Department/ program faculty members review evidence		External visiting committee in 1996	<ul style="list-style-type: none"> • Department-based senior exit interviews

E-SERIES—WELLESLEY COLLEGE

CATEGORY	(1) Are there specific goals for student learning?	(2) Where are these learning goals published?	(3) Other than course completion and grades, what evidence is used to evaluate whether these goals are being met?	(4) Who interprets the evidence? What is the process?	(5) How has the evidence been used in program assessment and planning?	(6) Date of last review/ evaluation of curriculum and student learning	(7) What new tools might you use in the future?
Russian	Yes	To be published in course catalog	<ul style="list-style-type: none"> • Honors program • Independent studies • Student presentations at conferences • Fellowships/grad school acceptances • Feedback from alums in grad school • Homepage on facebook.com to poll former students • Course-embedded assessment (exams, papers, projects, presentations) 	Department/ program faculty members review evidence	<ul style="list-style-type: none"> • Increased faculty FTE in department • Changes in instruction/curriculum made in response to student work on honors theses and student presentations of independent work at conferences 	<ul style="list-style-type: none"> • External visiting committee in 1997 • Curriculum reviewed by dept faculty annually (last in 2008) 	• Data from OIR
Russian Area Studies	Yes	To be published in course catalog	<ul style="list-style-type: none"> • Honors program • Independent studies • Student presentations at conferences • Fellowships/grad school acceptances • Feedback from alums in and beyond grad school • Homepage on facebook.com to poll former students • Course-embedded assessment (exams, papers, projects, presentations) 	<ul style="list-style-type: none"> • Department/ program faculty members review evidence • Responses to student presentations at annual Slavic conference at Harvard 	• May expand range of course offerings		
Sociology	Yes	To be published in course catalog	<ul style="list-style-type: none"> • Senior exit survey from OIR • Honors program • Course-embedded assessment (exams, papers, projects, presentations) 	Department/ program faculty members review evidence	<ul style="list-style-type: none"> • May expand range of course offerings • May revive service/ experiential course • May institute foreign culture requirement 	External visiting committee in 1997	• Comprehensive exam for seniors

E-SERIES—WELLESLEY COLLEGE

CATEGORY	(1) Are there specific goals for student learning?	(2) Where are these learning goals published?	(3) Other than course completion and grades, what evidence is used to evaluate whether these goals are being met?	(4) Who interprets the evidence? What is the process?	(5) How has the evidence been used in program assessment and planning?	(6) Date of last review/ evaluation of curriculum and student learning	(7) What new tools might you use in the future?
South Asia Studies	Yes	To be published in course catalog	<ul style="list-style-type: none"> • SEQs • Participation in the Honors program • Participation in the Tanner and Ruhlman conferences • Admission and success in graduate schools • Admission and success in non-Wellesley language programs • Employment and success in employment • Continuing contact with alumnae • Course-embedded assessment (exams, papers, projects, presentations) 	Department/ program faculty members review evidence	<ul style="list-style-type: none"> • Program is new; first opportunity for assessment is upcoming 	Program established in 2007; now organizing first external review	<ul style="list-style-type: none"> • OIR data from current and former majors • Senior exit interviews (planned for Spring 09 and beyond) • Alumnae section of new SAS webpage (under construction)
Spanish	Yes	To be published in course catalog	<ul style="list-style-type: none"> • Capstone experience • Student presentations at conferences • Spanish Honor Society • National assessment initiative by the College Board (Princeton) of foreign language and literature college courses • Number and quality of students who become PLTC tutors • SEQs • Successful study abroad during junior year, summer and Wintersession • Reported success in internships abroad in Latin America and Spain • Course-embedded assessment (exams, papers, projects, presentations) 	Department/ program faculty members review evidence	<ul style="list-style-type: none"> • Amended requirements for the major • Added new courses • Hired additional faculty 	External visiting committee in 1996	<ul style="list-style-type: none"> • Pre- and post oral interviews • Portfolio assessment • Data on student learning in Barcelona wintersession program • Pre- and post-course tests

E-SERIES—WELLESLEY COLLEGE

CATEGORY	(1) Are there specific goals for student learning?	(2) Where are these learning goals published?	(3) Other than course completion and grades, what evidence is used to evaluate whether these goals are being met?	(4) Who interprets the evidence? What is the process?	(5) How has the evidence been used in program assessment and planning?	(6) Date of last review/ evaluation of curriculum and student learning	(7) What new tools might you use in the future?
Theatre Studies	Yes	To be published in course catalog	<ul style="list-style-type: none"> • Independent studies (exhibits, performances, portfolios) • Job placement • SEQs • Informal feedback from current/former students • Course-embedded assessment (exams, papers, projects, presentations) • Course-embedded assessment (exams, papers, projects, presentations) 	Department/ program faculty members review evidence	<ul style="list-style-type: none"> • Stricter requirements imposed for conducting senior thesis • Majors encouraged to embark on capstone experience in area of specialty 	• Informal review by department in May 2008	• New apprenticeship opportunities (with the faculty) for our students in the broader Boston area during and after their undergraduate years
Women's Studies	Yes	To be published in course catalog	<ul style="list-style-type: none"> • Capstone experience • Senior exit interviews • Annual focus groups with majors and minors • Student conference presentations • Student evaluation of special events in major • Alumnae feedback • Course-embedded assessment (exams, papers, projects, presentations) 	Department/ program faculty members review evidence	• Institution of capstone experience	External visiting committee in 1997	<ul style="list-style-type: none"> • Department-based senior exit interviews • Department-based alumnae surveys

E-SERIES—WELLESLEY COLLEGE

CATEGORY	(1) Are there specific goals for student learning?	(2) Where are these learning goals published?	(3) Other than course completion and grades, what evidence is used to evaluate whether these goals are being met?	(4) Who interprets the evidence? What is the process?	(5) How has the evidence been used in program assessment and planning?	(6) Date of last review/ evaluation of curriculum and student learning	(7) What new tools might you use in the future?
Writing Program	Yes	Course catalog; handbook for Writing 125 instructors	<ul style="list-style-type: none"> • Periodic interviews and focus groups with selected groups of writers (e.g., Davis Scholars) • Blind grading project with large sample of papers culled from writing courses • Every few semesters, instructors in program submit sample student work to director for evaluation • Large-scale faculty and student survey to assess students' writing habits and attitudes • Questions placed on OIR's Sophomore survey 	Department/ program faculty members review evidence • Occasionally, we assemble teams of non-departmental faculty to review student writing	<ul style="list-style-type: none"> • A more stringent set of grading standards was developed for use across the program • A list of specific problem areas was discussed by entire writing faculty • Upper-division writing courses have been developed 	External visiting committee in March, 2007	Studies of student writing that jointly involve other campuses and/or other departments on campus, as follows: <ul style="list-style-type: none"> • The Teagle/NECASL project is examining change in writing across 4 years for a sample of students • Will examine interview data from Teagle/NECASL project • The QR rhetoric project will examine writing portfolios, comparing to 5 other campuses for use of quantitative reasoning in writing • Another Teagle project will compare honors theses across 6 campuses

FORM S.1 RETENTION AND GRADUATION RATES							
Student Success Measures/ Performance and Goals		Prior	2 Years Prior	1 Year Prior	Most Recent Year	Goal Next Year	Goal 2 Years Forward
			2006	2007	2008		
IPEDS RETENTION DATA							
	Associate Degree Students						
	Bachelors Degree Students		95%	96%	94%		
IPEDS GRADUATION DATA							
	Associate Degree Students		2006	2007	2008		
	Bachelors Degree Students		93%	92%	91%		(6 yr graduation rate)
Other Undergraduate Retention Rates(1)							
	a.						
	b.						
	c.						
Other Undergraduate Graduation Rates (2)							
	a.						
	b.						
	c.						
Graduate Programs*							
	Retention rates first-to-second year (3)						
	Graduation Rates @ 150% time (4)						
Distance education							
	Course completion rates (5)						
	Retention rates (6)						
	Graduation rates (7)						
Branch campus and instructional locations							
	Course completion rate (8)						
	Retention rates (9)						
	Graduation Rates (10)						
Definition and Methodology Explanations							
	1						
	2						
	3						
	4						
	5						
	6						
	7						
	8						
	9						
	10						

*Graduate-only institutions must complete this portion

FORM S2. OTHER MEASURES OF STUDENT ACHIEVEMENT AND SUCCESS						
Institution			2 Years Prior	1 Year Prior	Most Recent Year	Goal for the Future
Success of students pursuing higher degree (1)						
1	Percent seniors admitted to graduate/professional school*		87%	79%	86%	see text
2	Percent seniors admitted to first-choice graduate institution**		70%	72%	79%	
3						
4						
5						
Definition and Methodology Explanations						
Data from senior survey; *Includes only seniors who applied to graduate/professional school; **Includes only seniors planning to pursue education in fall after graduation.						
Rates at which graduates pursue mission related paths (e.g., Peace Corps, public service law) (2)						
Principal activity planned for fall after graduation:						
1	Employment		63%	63%	65%	see text
2	Graduate or professional school		22%	17%	19%	
3	Other/Undecided		14%	21%	15%	
Field of employment in fall after graduation:*						
1	Financial services		24%	17%	10%	
2	Consulting		7%	10%	13%	
3	Sales, marketing or other business		4%	8%	5%	
4	Communication, media, arts		7%	7%	4%	
5	Education		14%	15%	21%	
6	Government		4%	3%	5%	
7	Health or medicine		10%	12%	9%	
8	Law		5%	6%	6%	
9	Non-profit		7%	4%	8%	
10	Other		17%	19%	20%	
Definition and Methodology Explanations						
Data from senior survey; *Of graduating seniors who had accepted a job at the time of the survey, percentage planning to pursue work in various fields.						
Rates at which students are successful in fields for which they were not explicitly prepared (3)						
1						
2						
3						
4						
5						
6						
7						
6						
7						
Definition and Methodology Explanations						
Documented success of graduates achieving other mission-explicitly achievement (e.g., leadership, spiritual formation) (4)						
1						
2						
3						
Definition and Methodology Explanations						
Other (specify below in 5)						
1						
2						
Definition and Methodology Explanations						



WELLESLEY COLLEGE
ANNUAL REPORT

2007-2008





Wellesley College
Fiscal Year 2007–2008

H. Kim Bottomly
President

Finance and Investments

Andrew B. Evans
Vice President for Finance
and Treasurer

Jane L. Mendillo
Chief Investment Officer

Linda Murphy Church
Assistant Vice President
for Finance

Donna Ng
Assistant Vice President
for Finance and Controller

COLLINS
—C—
ENEMA
and
CA



CONTENTS

Wellesley College Annual Report for the Year Ended June 30, 2008

		Schedules		Audited Financial Statements	
Report of the President	I	A Summary of Operating Revenues and Expenditures Years Ended June 30, 2008 and 2007	15	Report of Independent Auditors	23
Report of the Vice President for Finance and Treasurer	4	B Ten-Year Financial Summary 1999–2008	16	Statements of Financial Position June 30, 2008 and 2007	24
Report of the Chief Investment Officer	9	C Key Statistics 2004–2008	18	Statement of Activities for the Year Ended June 30, 2008	25
Financial Highlights	13	D Total Sources of Student Financial Aid—Grant and Work Assistance 2004–2008	19	Statement of Activities for the Year Ended June 30, 2007	26
		E Investment of Endowment and Similar Funds and Planned Giving Funds as of June 30, 2008	20	Statements of Cash Flows for Years Ended June 30, 2008 and 2007	27
		F General Endowment Pool Annual Total Return Since Inception	21	Notes to the Financial Statements	28
				Senior Staff and Members of the Board of Trustees	43

REPORT OF THE PRESIDENT



To the Board of Trustees, Alumnae, Faculty and Friends of Wellesley College

I am pleased to submit the annual financial report of Wellesley College for the 2007–2008 fiscal year. On the pages that follow, you will find two additional letters: Vice President for Finance and Treasurer Andrew Evans will report on the financial status of the College, and Lou Sousa and John Barker, interim co-chief investment officers, will describe the performance of our endowment.

On August 1, 2007, I assumed the presidency of Wellesley College. I was warmly welcomed by the entire Wellesley community, including students, faculty, staff members, and alumnae. I have spent the last year working with my colleagues to develop plans for accomplishing a number of strategic objectives. To generate these plans, we asked ourselves a series of questions to clarify our strategic imperatives.

What are our goals? Identifying our strategic priorities.

The 2015 Commission report correctly indicated that now is the time for Wellesley to elucidate its purpose and sharpen its position. Wellesley must be a flexible, resilient institution that embraces new ideas, pursues new opportunities, and becomes energized by change. Every successful institution understands the importance of managing innovation and change in today's world, and we intend to make Wellesley a leader in the pursuit of this strategy.

What makes us special? Building on our academic strengths.

Our most important area is academics, the hallmark of a Wellesley education. During the fall semester, I established an all-faculty academic planning committee, led by Dean Andrew Shennan. That committee is evaluating the short- and long-term needs and goals of Wellesley College and will help us to articulate a concrete and focused delineation of our academic mission, our priorities, and our programs. The committee will construct a broad, but specific, academic plan, which will be used to guide our decision-making on academic and budgetary matters in the future.

How can we continue to attract and enroll the best students? Ensuring Wellesley's affordability.

The reputation of Wellesley College is inextricably linked to the quality of our students. Our goal is to attract applications from a large proportion of the capable and talented high school seniors who will thrive at Wellesley College. In recent years, it has become clear that we lose many prospective students who have the potential to succeed here because they believe they cannot afford to attend. This occurs even though we maintain a need-blind admission policy and provide financial aid to more than 50 percent of our students (a high figure nationally). Today, more prospective students than ever before say that financial aid is a consideration in their college search. In order to ensure that every qualified student at least considers Wellesley, it is important to do more. Accordingly, we instituted a series of policies designed to make a Wellesley education affordable to every qualified student. This includes replacing loans with grants for students from families with calculated annual incomes less than \$60,000. For students from families with calculated annual incomes between \$60,000 and \$100,000, one-third of loans will be converted into grants. These measures reinforce our long-standing commitment to help our students graduate with a manageable four-year debt—a maximum of \$12,825—freeing them to pursue their futures.

In addition to these financial aid initiatives, our recruitment efforts also include extensive outreach programs. Working in partnership with community-based organizations and programs such as QuestBridge, we have successfully recruited and enrolled a higher percentage of bright and highly motivated low-income students, while maintaining the extremely impressive academic quality of our student body.

How do we pay for it all? Strengthening our budget process.

As I write, the country is facing the greatest financial uncertainty in generations. The current crisis underscores our need to make thoughtful decisions about the functions, programs, and services we maintain in support of our academic mission. Working together with members of the senior staff, the budget advisory committee, department heads, the finance division, and many others across campus, I have sought ways to ensure that our budgetary allocations are in line with our priorities and that choices are made appropriately among competing budgetary demands. We must be prepared to meet increasing pressures on our budget. We must determine, with clear-eyed vision, what is critical, what is less critical, and what we might consider eliminating altogether.

Transitions

It is traditional to use this space to inform you about important changes in the leadership team at Wellesley. This year, we have two official “welcomes” to issue, and one farewell.

We filled two crucial vacancies during this year. A 12-member multiconstituency committee, chaired by Vice President for Administration and Planning Patricia Byrne, conducted a national search and assembled a competitive and diverse pool of candidates for the position of dean of students. We are pleased to welcome Debra DeMeis, who was professor of psychology and the dean of the college at William Smith College, the women’s college component of Hobart and William Smith Colleges in Geneva, New York, a position she held for 13 years.

Andrew Evans, vice president for finance and treasurer, and Beth Pfeiffer, trustee, co-chaired a multiconstituency search committee for the new vice president of resources and public affairs. Following a national search, the committee recommended Cameran Mason ’84, who had been vice president for institutional advancement at Barnard College since 2001.

We are pleased to welcome Debra DeMeis and Cameran Mason to our administrative team.

We bid farewell to Jane Mendillo, Wellesley’s chief investment officer since 2002, who accepted a new position as president and chief executive officer of Harvard Management Company. During her tenure, Jane oversaw the growth of the endowment’s market value from \$1.03 billion at the end of fiscal year 2002 to \$1.67 billion last year. Just as important, this growth coincided with a diversification of the endowment’s portfolio across a range of asset classes. Thanks to Jane’s skillful leadership and partnership with the investment committee of the board of trustees, Wellesley’s endowment portfolio is well positioned to continue to weather the volatility in the financial markets and the global economy.

John Barker, alternative assets manager, and Lou Sousa, investment manager and chief operating officer, were appointed interim co-chief investment officers on July 1, 2008.

In closing, I would like to recognize those who organized the ceremonies surrounding my formal installation as president on May 9, 2008. A dedicated and thoughtful committee, co-chaired by Alicia Cooney, trustee, Panagiotis Metaxas, associate professor of computer science, and Micheline Jedrey, vice president of information services and college librarian, created a glorious celebration that was memorable to all.

Yours truly,



H. Kim Bottomly
President

REPORT OF THE VICE PRESIDENT
FOR FINANCE AND TREASURER

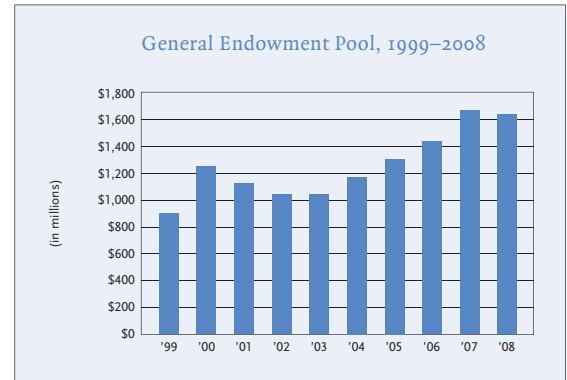


To the Board of Trustees of Wellesley College

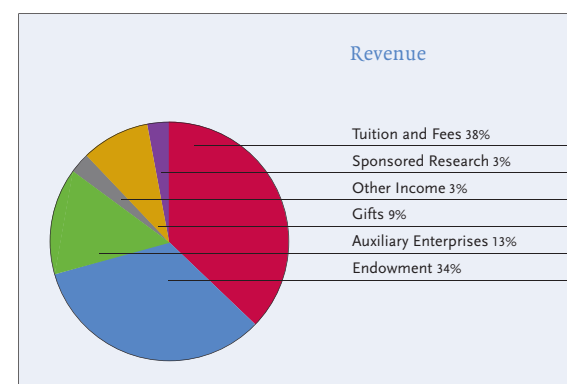
This annual report presents the operating and audited results at Wellesley College for the fiscal year ending June 30, 2008. For fiscal year 2007–2008 the College’s net assets decreased by \$43.6 million. The College’s endowment decreased by \$43 million and was valued at \$1.63 billion as of June 30, 2008. On a positive note, in January 2008 the College issued \$57.4 million in Series I tax-exempt variable rate bonds, and as part of the debt issuance process, I am pleased to report that the College received an upgrade to a “Aaa” rating from Moody’s Investors Service, the highest rating given by this rating agency.

Results of Fiscal Year 2008

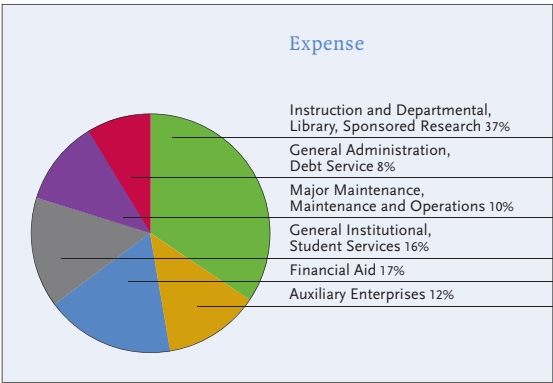
Wellesley College is an institution that is strong academically and remains strong financially despite the effects that market difficulties had on most institutions during this year. The gain from a positive investment return of 1.22% was offset by the endowment spending needed to support the College’s operations resulting in a decrease in endowment value from \$1.67 billion to \$1.63 billion. A positive investment return is impressive given the difficult economic environment. Further details about our endowment are discussed in the chief investment officer’s report. The funds used during the year to support the operating budget and to fund various capital projects equaled 4.6% and 4.7% of the endowment market value for the one-year and the three-year rolling average, respectively. During the course of the year, the endowment per student decreased by 4.2% from \$761,600 to \$729,385 and gifts were at \$37.8 million.



The operating budget (Schedule A) in this fiscal year reflects revenues and expenses totaling \$221.4 million. The revenue base for the operating budget was well diversified with five principal revenue sources: tuition income 38%, endowment 34%, auxiliary enterprises, including room and board 13%, gifts used for operations 9% and other sources of revenue, including sponsored research 6%. Total operating revenues in this fiscal year increased by \$7.9 million over fiscal year 2007.



Operating expenses had an incremental increase of 3.7% over fiscal year 2007. In 2008, we continued to establish reserves that included amounts for financial aid, capital, and other unforeseen expenditure increases due to unanticipated external shocks. As might be expected in a labor-intensive institution, about 52% of the operating budget was used for salaries and benefits.



Financial Strength and Flexibility

In fiscal year 2008, the College continued to implement the recommendations, a set of principles for financial strength and flexibility, that were developed by the financial planning working group. This trustee/staff committee was asked to assess the College’s financial health, to identify opportunities for strengthening our finances and to recommend strategies to ensure a more robust financial condition going forward. The group recognized that to support Wellesley College’s institutional values and strategic priorities, the College must preserve the purchasing power of the endowment by limiting endowment spending, ensure that the growth rates of income and expenses are in balance, and create reserves to mitigate unanticipated shocks to the balanced budget.

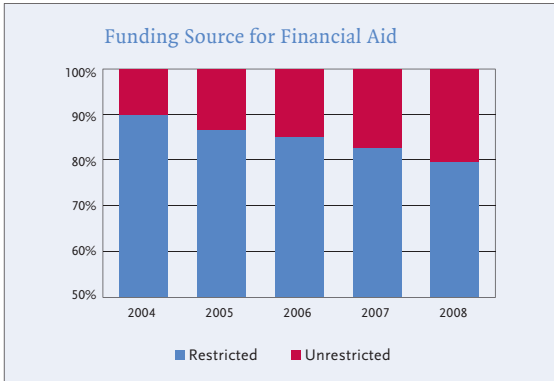
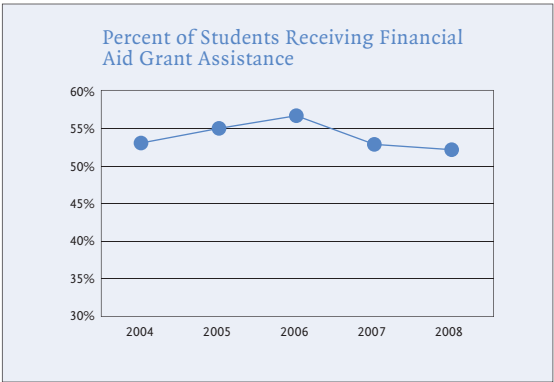
During fiscal year 2008, the College implemented a new endowment spending policy that attempts to address the need for a strong, stable growing income stream from the endowment to support operations and to address the long-term objective of maintaining the purchasing power of the endowment. The methodology for setting annual spending from endowment is based on a combination of prior year’s spending and endowment value. As a general rule, the total amount spent needs to be within a 4.5% to 5.5% range of the prior year market value of the endowment. In fiscal year 2008, the one-year spending rate was 4.6%.

Another principle identified by the financial planning working group was to create a new budget process that is multiyear and built around institutional priorities, that allows for inclusiveness and institution-wide input, and that uses all sources of funds including restricted income sources. For fiscal year 2008, the College revised its previous budget process to focus on aligning expenditures with institutional priorities. To build the budget for fiscal year 2010 a new management structure has been formed with the dean of the college as chair of a senior staff budget subgroup. This subgroup’s objective is to ensure that the College’s budget process aligns resources to the College’s academic mission. Specifically, the subgroup is charged with the responsibility of reviewing, discussing, and making recommendations on all budget drivers and other specific budget procedures, questions, and data.

As shown in Schedule A, the growth in expenses equaled the growth in revenue in the operating budget. During fiscal year 2008, the College invested \$20 million of existing operating cash in a manner consistent with how we invest the endowment. The cumulative excess investment return over typical short-term interest rates as of June 30, 2008 totaled approximately \$1.3 million. This excess will be reserved and used to fund extraordinary items in the future.

Institutional Values and Priorities

One of the College’s longest-held institutional values is our need-blind admission policy. Wellesley College believes that students should be considered for admission only on the basis of their talents and personal qualities, not on their ability to pay. The College continues to measure the effects of this important policy against other expenses. Over the past five years, there has been an increase in the use of unrestricted resources for financial aid as shown below. Even though the percent of students receiving financial aid assistance has decreased from 53% in 2004 to 52% in 2008, the percentage of student financial aid expenditures supported by restricted revenues has decreased from 91% in 2004 to 80% in 2008 resulting in a need to fund more of this important value with unrestricted resources.



The maintenance and enhancement of the College’s significant physical assets is an important institutional priority. With careful planning over the past few years, the budget for major maintenance now includes \$5 to \$6 million in each year’s operating budget. During fiscal year 2008, the College began to work on some of the projects identified in the comprehensive facilities plan that was completed during fiscal year 2007. This plan established facilities-planning principles and factors for use in setting facilities priorities and documented the College’s use of space and future needs as well as evaluated the condition of facilities and their ability to meet long-term program needs.

The \$57.4 million in Series I bonds issued during the year will be used for major asset preservation and modernization projects identified in the comprehensive facilities plan and will be used to retire the Series F bonds, with \$30.0 million outstanding, on July 1, 2009, the earliest possible call date. The refunding allowed the College to realize the present value savings through a restructuring of the College's debt. In conjunction with this debt which Moody's Investor Service rated "Aaa", the College entered into an interest rate swap agreement that effectively locks in a fixed rate of 3.239% per annum. At June 30, 2008, the market value of this swap agreement amounted to an asset of \$37,000.

Future Challenges and Outlook

The College, like many institutions across the country, is impacted by the current state of the U. S. economy. With the recent collapse of several financial service companies, the capital markets have been weakened and require a "rescue" plan from the government. These tumultuous events have had an impact on the College's endowment, debt, and operations. However, in the long term, we believe that our well-diversified asset allocation of the endowment portfolio will be able to weather such turmoil in the market. Our endowment spending policy was developed to provide a fairly steady stream of income to the operating budget with 80% of the support based on the previous year's endowment draw and 20% of the support based on the endowment market value. In addition, we have been able to build up some reserves that may be used for any major changes in interest rates on our variable rate debt.

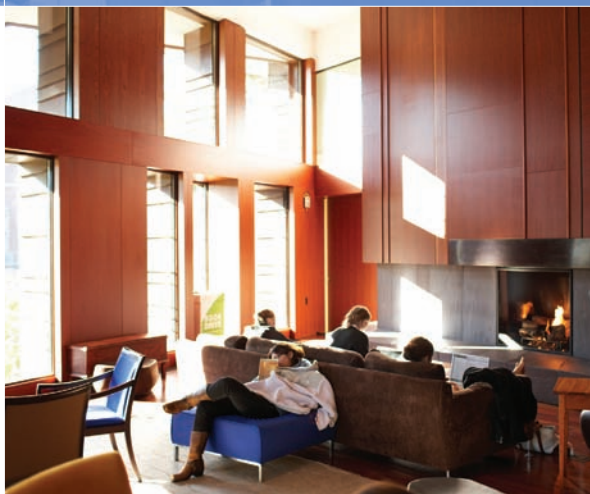
Under the leadership of President Bottomly, the College refocused our spending to align more closely to our institutional priorities and encouraged a new look at long-term academic planning. The financial underpinning to support the implementation of this planning will require further implementation of the set of principles for financial strength and flexibility. We know that these steps over the coming years will make the College's financial condition even stronger.

Respectfully submitted,



Andrew B. Evans
Vice President for Finance and Treasurer

REPORT OF THE CHIEF INVESTMENT OFFICER



To the Board of Trustees of Wellesley College

As of the fiscal year ended June 30, 2008, the Wellesley College endowment had a market value of \$1.629 billion, versus \$1.672 billion on June 30, 2007, a decrease of approximately \$43 million. The investment return for the year earned by the endowment portfolio, net of investment management fees, was 1.2%. The benefits of maintaining a well diversified portfolio were evident during a period of heightened volatility in the financial markets.

Recent Progress

During the fiscal year ended June 30, 2008, global financial markets came under pressure from liquidity disruptions, increasing commodity prices, market dislocations, and major de-leveraging of corporate balance sheets. Credit markets were under significant stress as troubled financial institutions reined in loose-lending practices, culminating in unprecedented government intervention into financial markets. Despite extremely challenging market conditions, Wellesley's endowment was able to support current operations while maintaining much of its value due to its diverse mix of assets balanced across various markets and asset classes.

Wellesley's investment returns by asset class, and the relative performance versus benchmarks for each asset class, are summarized below.

Given the markets' volatility during the fiscal year, our returns versus the relevant broad market indices were respectable. In terms of contribution to positive return, the strong results from Wellesley's fixed income investments provided a beneficial tailwind, as did the positive returns in real assets, which include the College's investments in real estate, private energy and timberland. The College's private equity investments also finished the year as a positive contributor to performance. Exposure to domestic and international equities detracted from our results during an extremely challenging period for U.S. and non-U.S. equities markets, which returned -13.1% and -6.6%, respectively. The semi-marketable portfolio was also a detractor to overall portfolio returns during the period.

As noted in last year's annual letter, our office tempered return expectations early in the fiscal year as a number of stresses began to weigh on financial markets. While we could not have predicted the events that unfolded, we are pleased with the resilience of the endowment portfolio. Utilizing a thoughtfully crafted long-term policy portfolio, overseen by the Wellesley College Investment Committee, the Wellesley endowment held up well during a challenging period for investors.

[9]

TOTAL RETURN BY ASSET CLASS YEAR ENDED JUNE 30, 2008	WELLESLEY PORTFOLIO RETURN	MARKET BENCHMARK/ COMPARATIVE INDEX
U.S. Equity	-13.1%	-13.1% S&P 500
International Equity	-8.3	-6.6% MSCI AC World ex-US
Private Equity	3.6	— Cambridge Associates ¹
Real Assets	15.0	27.7 Real Assets Benchmark ²
Semi-marketable ³	-5.1	0.8 Cambridge Associates Hedge Fund-of-Funds Index
Fixed Income	25.9	14.1 Fixed Income Benchmark ⁴
Total Portfolio	1.2%	

¹ Private Equity results are measured against the Cambridge Associates Private Equity, Venture Capital and Distressed Indices, with final returns not yet reported as of the time of this writing.

² Real Assets Benchmark is a weighted average of NCREIF Property, NCREIF Timber and Goldman Sachs Commodities Index.

³ Semi-marketable investments include absolute return and hedge funds.

⁴ Fixed Income Benchmark is a weighted average of Lehman 5+ Year Treasury Index, Barclays >5 Year TIPS Index and Citigroup World Govt. Bond Index.

Longer-Term Results

Over the last ten-year period the Wellesley endowment has grown by over two times from \$780 million in 1998 to \$1.629 billion in 2008. The endowment portfolio has achieved an average annual investment return of 10.9%, net of investment management fees, during this period. Wellesley has achieved significant value added over this time through asset allocation and prudent selection of investment managers. Wellesley’s well diversified endowment has significantly outperformed U.S. equity investments, represented by the S&P 500, as well as the 65% stock/35% bond portfolio, as shown below. A gradual shift over the past several years from traditional asset classes to alternative asset classes with higher long-term return expectations has been a key catalyst to strong portfolio results.

TOTAL ANNUALIZED RETURN ON ENDOWMENT
ENDED JUNE 30, 2008

	1 YEAR	3 YEARS	5 YEARS	10 YEARS
Wellesley Portfolio	1.2%	12.3%	12.7%	10.9%
S&P 500 Index	-13.1	4.4	7.6	2.9
65/35 Stock/ Bond Portfolio ⁵	-6.0	4.5	6.5	4.2

Policy Portfolio and Strategy Going Forward

The policy portfolio detailed below serves as a valuable road map for the allocation of Wellesley’s assets and implementation of investment strategy. It was developed by the investment committee in 2002 and is reviewed on a regular basis. The policy was established with the goals of balancing long-term returns and risks and increasing portfolio diversification through the allocation of assets to less efficient asset classes. Much progress has been made in achieving these goals over the past six years. The portfolio as of June 30, 2008 is evenly split between traditional and alternative asset classes. While the benefits of an increased allocation to alternative assets will be most pronounced over the long-term, we are encouraged by the strong portfolio results achieved from the inception of the policy portfolio. In addition to making meaningful progress toward shifting the endowment portfolio closer to desired long term allocation targets, we have also focused on adding value within each asset category through the selection of specific investments and investment managers. Our goal is to always maintain a “best in class” set of investments within each of our targeted asset classes.

Portfolio allocation as of June 30, 2008 versus the policy portfolio is detailed in the table below. Exposure to total long-term alternative assets has now reached our long-term target of 50% of the portfolio. Relative to long-term policy portfolio targets, the endowment portfolio was over-weighted to fixed income and cash as of the end of the fiscal year and under-weighted to traditional equities. A portfolio rebalancing taking place over the fiscal year end reduced exposure to fixed income and cash, and increased exposure to domestic equities early in the new fiscal year. The portfolio continues to maintain sufficient exposure to liquid fixed income and cash investments to maintain the steady level of financial support it provides to the College’s operations and to provide for portfolio liquidity needs.

[10]

⁵ A commonly used measure of portfolio performance is a comparison with a passive portfolio consisting of 65% stocks, as measured by the S&P 500 Index, and 35% bonds, as measured by the Citigroup Broad Investment Grade Bond Index.

ASSET CLASS	POLICY PORTFOLIO	JUNE 30, 2008 ALLOCATION
U.S. Equity	19%	14%
International Equity	19	16
Total Equities	38	30
Private Equity	16	19
Real Assets	16	15
Semi-marketable	18	16
Total Alternative Assets	50	50
Fixed Income	12	16
Cash	0	4
Total Portfolio	100%	100%

As our portfolio weights move more closely in line with our long-term policy weights, we will continue to regularly challenge our own assumptions and expectations and seek to refine the assets held in the Wellesley portfolio to provide the most optimal risk/return characteristics. We will continue to focus on exploring new ideas, themes, asset classes and strategies, for possible investment opportunities that will add value to the portfolio. We continue to be extremely selective about the investment managers we entrust with Wellesley's assets and will maintain diligent oversight of all investments.

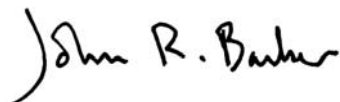
We are pleased with the long-term results of our endowment on behalf of the College and would like to express our great appreciation for the valuable guidance provided by our Investment Committee Chair, Sidney R. Knafel, during the past fiscal year. Sid has served in this capacity with distinction and he remains an important member of the investment committee. Long-standing Investment Committee Member Alicia Cooney was recently named as the new chair of the investment committee. We look forward to working closely with Alicia as the College navigates through the current market challenges. We would also like to acknowledge the important contribution of Jane L. Mendillo to the long-term investment results reported in this letter. Beginning in 2002, Jane served as Wellesley's first chief investment officer and was a tireless and dedicated steward of the College's assets during the past six years. Jane was appointed president and CEO of Harvard Management Company, effective July 1, 2008. We wish her much success in her new role.

Wellesley's endowment continues to be in fine condition and the mix of assets and strategies employed provide much potential for continued long-term growth. We remain focused on investments with the most attractive risk and reward characteristics to provide Wellesley with the continued financial strength needed to support its mission.

Trustees and alumnae with questions, suggestions, or thoughts about the management of the Wellesley College endowment are invited to contact the investment office at any time.

Thank you.

Sincerely,



John R. Barker
Interim Co-Chief Investment Officer



Louis E. Sousa
Interim Co-Chief Investment Officer

FINANCIAL HIGHLIGHTS



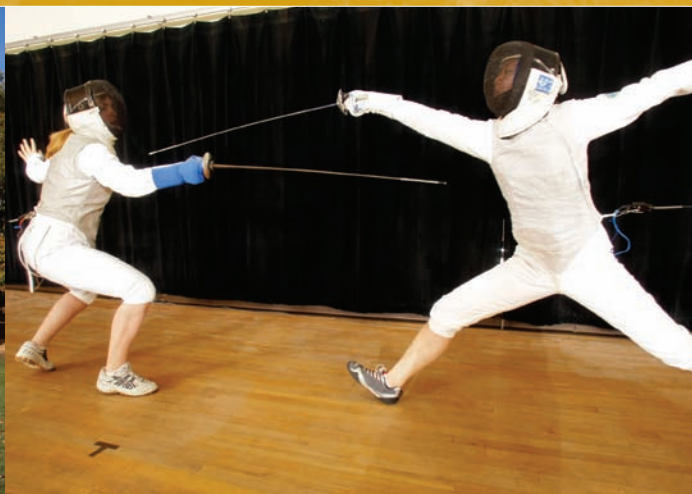
FINANCIAL HIGHLIGHTS

(in \$000s)

	2004	2005	2006	2007	2008
Total College Summary					
Total Revenues	\$312,805	\$338,366	\$331,744	\$491,051	\$182,338
Total Expenses	182,700	189,269	219,273	224,722	225,903
Net Surplus	\$130,105	\$149,097	\$112,471	\$266,329	(\$43,565)
Current Operations Summary					
Revenues including Trustee-approved use of unrestricted bequests	\$179,714	\$189,422	\$195,463	\$213,514	\$221,417
Expenditures	179,714	189,420	195,460	213,507	221,416
Operating Surplus	\$0	\$2	\$3	\$7	\$1
Resources					
Unrestricted Gifts	\$7,857	\$8,024	\$8,761	\$8,421	\$8,848
Endowment Gifts and Bequests	28,367	36,943	23,854	19,908	10,266
Planned Gifts	2,670	1,626	2,411	1,389	2,943
Facilities Gifts	11,327	31,667	10,789	22,390	14,341
Current-Use Gifts and Grants	4,498	10,358	10,097	12,071	1,367
Total	\$54,719	\$88,618	\$55,912	\$64,179	\$37,765
Endowment					
Market Value	\$1,180,405	\$1,275,767	\$1,412,604	\$1,672,473	\$1,629,447
Total Return	\$152,797	\$131,721	\$175,886	\$312,636	\$12,487
Total Return Used for Operations	\$59,639	\$65,219	\$69,159	\$74,496	\$76,584
Unit Value (not in \$000s)	\$521.95	\$550.55	\$595.46	\$691.71	\$668.81
Investment Return Total	15.2%	11.5%	14.0%	22.7%	1.2%
Yield	5.8%	5.5%	5.9%	8.1%	7.8%
Appreciation	9.4%	6.0%	8.1%	14.6%	(6.6%)
Average Endowment Operating Support (% of Average Market Value)					
One-Year Average	5.1%	5.1%	5.0%	4.7%	4.6%
Three-Year Average	5.1%	5.2%	5.1%	4.9%	4.7%
Assets					
Total College Net Assets	\$1,378,024	\$1,527,121	\$1,639,592	\$1,905,921	\$1,862,356

[13]

SCHEDULES



SCHEDULE A
SUMMARY OF OPERATING REVENUES AND EXPENDITURES
Years ended June 30, 2008 and 2007 (in \$000s)

	2008	2007	INCREASE (DECREASE)	%
Revenues from Operations				
Tuition and Fees	\$83,447	\$79,298	\$4,149	5.2%
Endowment Income				
Education and General Support	52,569	50,673	1,896	3.7%
Total Endowment Support	52,569	50,673	1,896	3.7%
Unrestricted Gifts	8,298	8,413	(115)	(1.4%)
Unrestricted Bequests	2,373	2,193	180	8.2%
Restricted Gifts and Use of Reserves	3,291	2,699	592	21.9%
Other Income	6,716	6,467	249	3.9%
Student Financial Aid				
Endowment Income	22,823	21,922	901	4.1%
Federal and State Grants	2,143	2,058	85	4.1%
Restricted Gifts	3,478	3,678	(200)	(5.4%)
Total Student Financial Aid	28,444	27,658	786	2.8%
Total Education and General	185,138	177,401	7,737	4.4%
Sponsored Research	6,179	6,731	(552)	(8.2%)
Auxiliary Enterprises	30,100	29,382	718	2.4%
Total Revenues	221,417	213,514	7,903	3.7%
Operating Expenditures				
Instruction and Departmental	65,219	60,763	4,456	7.3%
Library	6,458	6,247	211	3.4%
Student Services	11,735	10,689	1,046	9.8%
Student Financial Aid	38,270	35,548	2,722	7.7%
General Administration	11,106	11,817	(711)	(6.0%)
General Institutional	23,470	22,647	823	3.6%
Maintenance and Operations	15,542	15,038	504	3.4%
Debt Service	7,135	7,907	(772)	(9.8%)
Major Maintenance, Capital Expenditures, and Reserves	5,596	6,916	(1,320)	(19.1%)
Total Educational and General Expenditures	184,531	177,572	6,959	3.9%
Sponsored Research	6,179	6,731	(552)	(8.2%)
Other Programs	4,493	3,981	512	12.9%
Auxiliary Enterprises	26,213	25,223	990	3.9%
Total Expenditures	221,416	213,507	7,909	3.7%
Operating Surplus	\$1	\$7	(\$6)	(85.7%)

SCHEDULE B
TEN-YEAR FINANCIAL SUMMARY
1999–2008

	1999	2000	2001	2002
FINANCIAL STATEMENT (IN \$000s)				
Total Revenues				
Tuition and Fees	\$51,469	\$53,669	\$55,197	\$57,491
Investment Return	111,934	361,536	(87,307)	(51,431)
Private Gifts, Grants, Bequests and Contracts	57,906	94,098	62,234	49,355
Federal Grants and Contracts—Restricted	4,092	4,641	5,251	6,225
Sales and Services of Auxiliary Enterprises	22,317	23,180	24,120	24,059
Interest Income	1,929	3,333	2,910	1,253
Other	2,800	2,101	2,352	4,155
Total Revenues and Other Additions	252,447	542,558	64,757	91,107
Total Expenditures				
Instruction and Departmental	35,983	38,815	40,074	42,104
Library	4,819	4,849	5,195	5,574
Student Services	7,001	7,670	8,516	9,876
Maintenance and Operations	14,632	14,330	18,291	15,635
Provision for Depreciation	7,468	8,527	8,745	8,718
Interest on Indebtedness	3,888	5,194	5,077	4,237
General Administration	7,827	8,336	7,626	8,328
General Institutional	15,859	18,445	21,136	21,137
Student Financial Aid	15,843	18,281	19,189	20,878
Sponsored Research and Other Programs	9,077	9,932	10,138	12,681
Auxiliary Enterprise Expenditures	20,617	21,523	23,364	22,583
Other	—	1,290	—	—
Total Expenditures and Other Deductions	143,014	157,192	167,351	171,751
Excess of Revenue over Expenditures	\$109,433	\$385,366	(\$102,594)	(\$80,644)
Excess of Revenues over Expenditures as a Percent of Expenditures	76.5%	245.2%	-61.3%	-47.0%
Endowment Total Return Used to Support Current Operations	\$41,516	\$47,546	\$53,520	\$54,931
Endowment End-of-Year Market Value	\$887,489	\$1,253,385	\$1,136,426	\$1,032,465
Average Endowment Return Used to Support Current Operations as a Percent of:				
One Year—Beginning and Ending Market Value	4.8%	4.2%	4.2%	5.0%
Three Year—Average of Three Years	5.1%	4.7%	4.4%	4.5%
OTHER FINANCIAL INFORMATION				
Tuition and Fees per Student				
Comprehensive Fee	\$29,520	\$30,554	\$31,654	\$33,394
Tuition	\$22,114	\$22,894	\$23,718	\$25,022
Enrollment (Average FTE)	2,222	2,248	2,212	2,195
Educational and General Costs per Student	\$50,999	\$55,359	\$60,510	\$62,181
Tuition as a Percent of Educational and General Expenses	43.4%	41.4%	39.2%	40.2%
Endowment per Student	\$399,410	\$557,556	\$513,755	\$470,371

						AVERAGE ANNUAL PERCENT CHANGE SINCE 6/30/99	
2003	2004	2005	2006	2007	2008	NOMINAL%	REAL%
\$59,828	\$62,928	\$66,989	\$71,431	\$79,298	\$83,447	5.5%	2.5%
35,449	152,797	131,721	175,886	312,636	12,487	22.7%	19.7%
52,261	63,101	105,136	47,336	58,547	41,631	5.3%	2.3%
7,448	5,608	4,567	4,560	5,121	4,983	3.7%	.7%
24,493	24,224	25,779	27,428	29,382	30,100	3.5%	.5%
747	713	713	1,598	2,402	2,207	19.2%	16.2%
1,823	3,434	3,461	3,505	3,665	7,483	25.4%	22.4%
182,049	312,805	338,366	331,744	491,051	182,338	23.8%	20.8%
43,650	47,746	51,035	54,663	60,474	64,458	6.3%	3.3%
5,602	5,556	5,909	5,818	6,239	6,473	2.8%	(.2%)
10,056	9,917	10,396	10,616	10,872	11,706	6.6%	3.6%
14,312	13,452	14,896	20,954	24,985	19,118	6.9%	3.9%
9,429	9,894	10,497	12,374	12,419	13,527	6.5%	3.5%
4,712	6,069	4,930	5,442	5,588	4,844	6.1%	3.1%
9,737	9,412	9,128	8,247	10,521	8,121	3.1%	.1%
20,117	19,676	19,472	19,942	22,236	22,807	4.6%	1.6%
23,479	26,511	29,649	31,590	34,736	36,316	9.2%	6.2%
12,115	12,850	11,079	10,138	10,682	10,672	3.0%	—
22,233	21,617	22,278	23,632	25,052	26,020	3.0%	—
—	—	—	15,857	918	1,841		
175,442	182,700	189,269	219,273	224,722	225,903	5.5%	2.5%
\$6,607	\$130,105	\$149,097	\$112,471	\$266,329	(\$43,565)		
3.8%	71.2%	78.8%	51.3%	118.5%	-19.3%		
\$54,333	\$59,639	\$65,219	\$69,159	\$74,496	\$76,584	6.6% *	
\$1,043,937	\$1,180,405	\$1,275,767	\$1,412,604	\$1,672,473	\$1,629,447	7.9% *	
5.3%	5.1%	5.1%	5.0%	4.7%	4.6%		
4.8%	5.1%	5.2%	5.1%	4.9%	4.7%		
\$34,944	\$36,513	\$38,998	\$41,030	\$43,288	\$45,820	4.8%	1.8%
\$26,138	\$27,314	\$29,176	\$30,696	\$32,384	\$34,770	4.8%	1.8%
2,191	2,176	2,169	2,193	2,196	2,234	(.3%)	
\$64,397	\$68,122	\$71,882	\$77,358	\$85,642	\$83,872	6.6%	3.6%
40.6%	40.1%	40.6%	39.7%	37.8%	41.5%	(1.7%)	(4.7%)
\$476,466	\$542,466	\$588,182	\$644,142	\$761,600	\$729,385	9.3%	6.3%

[17]

* compound growth

SCHEDULE C KEY STATISTICS

	2004	2005	2006	2007	2008
Faculty / Student FTE Headcount					
Student Enrollment (Average FTE)	2,176	2,169	2,193	2,196	2,234
Faculty Teaching Strength (FTE)	224	224	231	236	241
Student/Faculty Ratio	9.71	9.68	9.49	9.31	9.27
Enrollment					
Number of First-Year Student Applications	3,434	3,944	4,347	3,974	4,017
First-Year Students Admitted as a % of Applicants	40.6%	37.5%	33.7%	36.1%	35.7%
First-Year Students Enrolled as a % of Applicants	17.2%	15.6%	13.9%	14.7%	14.7%
First-Year Students Enrolled as a % of Students Admitted	42.4%	41.7%	41.4%	40.9%	41.1%
Financial Aid					
Percent of Students Receiving Financial Aid Grant Assistance	53.0%	55.0%	56.0%	53.0%	52.0%
Average Financial Aid Grant as % of Comprehensive Fee	57.6%	63.5%	59.6%	61.4%	61.9%
Student Aid Expense as % of Educational and General Expense	17.9%	19.0%	18.6%	18.5%	19.4%
Educational and General Cost per Student	\$68,122	\$71,882	\$77,358	\$85,642	\$83,872
Tuition as % of Educational and General Expense	40.1%	40.6%	39.7%	37.8%	41.5%
Development (in \$000s)					
Total Development Fund-Raising	\$54,719	\$88,618	\$55,912	\$64,179	\$37,765
Total Alumnae Giving Including Bequests	\$45,030	\$65,665	\$40,752	\$46,812	\$28,884
Number of Alumnae Donors	16,019	15,450	15,113	15,160	14,561
Percent of Alumnae Contributing	52.5%	51.0%	49.7%	49.6%	47.4%
Total Unrestricted Gifts	\$7,857	\$8,024	\$8,761	\$8,421	\$8,848
Total Planned Gifts	\$2,670	\$1,626	\$2,411	\$1,389	\$2,943
Total Bequests	\$10,573	\$36,295	\$14,305	\$13,017	\$4,210
Unrestricted Gifts and Bequests as % of Educational and General Expense	7.1%	8.1%	5.2%	4.5%	4.4%
Endowment					
Endowment Market Value (in \$000s)	\$1,180,405	\$1,275,767	\$1,412,604	\$1,672,473	\$1,629,447
Endowment per Student	\$542,466	\$588,182	\$644,142	\$761,600	\$729,385
Endowment Income as % of Educational and General Expense	40.2%	41.8%	40.8%	39.6%	40.9%
Other					
Gross Square Feet of Buildings	2,583,000	2,643,000	2,643,000	2,600,000	2,598,000
Library Collections in Volumes	1,558,607	1,571,517	1,594,395	1,604,787	1,600,258

SCHEDULE D
TOTAL SOURCES OF STUDENT FINANCIAL AID
GRANT AND WORK ASSISTANCE
(in \$000s)

	2004	2005	2006	2007	2008
Unrestricted Revenue					
General College Revenues	\$2,504	\$3,751	\$4,822	\$5,890	\$7,826
Total Unrestricted Revenue	2,504	3,751	4,822	5,890	\$7,826
Restricted Revenue					
Restricted Endowment					
Income	17,093	18,881	20,178	21,922	\$22,823
Income—Special Supplement	2,000	2,000	2,000	2,000	2,000
Federal Government					
Pell Grants	1,124	1,046	945	1,110	1,203
Supplemental Educational Opportunity Grants	405	401	388	358	339
College Work Study Program— Federal Government Share	381	359	331	322	333
Total Government Grants	1,910	1,806	1,664	1,790	\$1,875
Commonwealth of Massachusetts	245	238	239	268	268
Restricted Gifts	2,747	3,008	2,625	3,678	3,478
Total Restricted Revenue	23,995	25,933	26,706	29,658	30,444
Total Unrestricted and Restricted Revenues	\$26,499	\$29,684	\$31,528	\$35,548	\$38,270

SCHEDULE E
INVESTMENT OF ENDOWMENT AND SIMILAR FUNDS
AND PLANNED GIVING FUNDS
As of June 30, 2008 (in \$000s)

	MARKET VALUE	% OF TOTAL
Investments Pooled		
Liquid Funds (Net of Payables and Receivables)	\$60,329	3.74%
Fixed Income		
U.S. Bonds	241,356	14.99%
Non-U.S. Bonds	19,636	1.22%
Total Fixed Income	260,992	16.21%
Common Stocks		
U.S. Stocks	231,429	14.36%
Non-U.S. Stocks	251,022	15.58%
Total Common Stocks	482,451	29.94%
Alternative Assets		
Venture Capital	108,443	6.73%
Buyout Funds	122,649	7.61%
Hedge and Arbitrage Funds	262,033	16.26%
Oil and Gas	79,373	4.93%
Distressed Securities	66,764	4.14%
Real Estate	126,115	7.83%
Timberland	39,868	2.47%
Miscellaneous Other	2,301	0.14%
Total Alternative Assets	807,546	50.11%
Total General Pooled Investments	1,611,318	100.00%
Faculty Mortgages	17,913	
Total General Pooled Investments and Faculty Mortgages	1,629,231	
Investments Not Pooled	216	
Total Endowment and Similar Funds	1,629,447	
Planned Giving		
Separate Pooled Funds	17,494	
Unitrusts and Funds Not Pooled	59,036	
Total Planned Giving Funds	76,530	
Grand Total	\$1,705,977	

**SCHEDULE F
GENERAL ENDOWMENT POOL
ANNUAL TOTAL RETURN SINCE INCEPTION**

YEAR ENDED	MARKET VALUE (IN \$000s)	ENDING UNIT VALUE	DISTRIBUTION	TOTAL RETURN		
				YIELD %	APPRECIATION %	TOTAL %
		\$100.00				
1970	\$92,600	107.13	\$5.50	5.13	7.13	12.26
1971	121,050	138.68	5.70	4.11	29.46	33.57
1972	136,273	154.80	5.90	3.81	11.63	15.44
1973	126,928	139.30	6.00	4.31	(10.01)	(5.70)
1974	109,672	116.43	7.30	6.27	(16.42)	(10.15)
1975	111,340	116.82	7.05	6.03	0.33	6.36
1976	115,922	119.77	7.00	5.84	2.52	8.36
1977	119,152	122.86	7.30	5.94	2.58	8.52
1978	111,852	116.54	7.68	6.59	(6.15)	0.44
1979	119,151	119.70	8.05	6.73	2.72	9.45
1980	133,168	119.32	9.30	7.79	(0.03)	7.76
1981	134,871	121.64	9.11	7.49	2.71	10.20
1982	127,842	110.90	10.72	9.67	(8.77)	0.90
1983	167,556	135.78	10.40	7.66	21.94	29.60
1984	156,258	123.60	9.00	7.28	(9.69)	(2.41)
1985	201,793	149.44	9.09	6.36	21.62	27.98
1986	260,481	188.93	8.41	5.50	26.90	32.40
1987	294,574	207.66	8.90	4.34	10.38	14.72
1988	290,270	198.53	10.25	5.20	(4.30)	0.90
1989	319,235	211.06	11.10	5.50	7.28	12.78
1990	352,537	222.70	11.30	5.20	6.00	11.20
1991	371,464	231.81	11.30	5.15	4.08	9.23
1992	409,082	252.95	11.02	4.50	10.00	14.50
1993	475,797	281.83	11.37	4.00	11.50	15.50
1994	475,961	278.97	14.00	3.50	0.50	4.00
1995	520,108	305.01	16.15	3.20	12.00	15.20
1996	595,950	336.88	17.02	3.21	15.03	18.24
1997	677,932	371.67	19.60	2.89	14.28	17.17
1998	780,203	410.41	21.00	3.24	11.98	15.22
1999	887,036	446.73	22.00	3.91	11.05	14.96
2000	1,253,008	610.15	23.50	4.41	38.44	42.85
2001	1,135,925	543.88	24.75	3.72	(10.34)	(6.62)
2002	1,031,991	484.59	26.04	3.81	(9.00)	(5.19)
2003	1,043,476	479.33	26.88	4.12	0.73	4.85
2004	1,179,988	521.95	26.16	5.74	9.44	15.18
2005	1,275,529	550.55	27.88	5.52	5.94	11.46
2006	1,412,410	595.46	28.96	5.84	8.13	13.97
2007*	1,656,565	691.71	30.74	8.12	14.58	22.70
2008	1,611,318	668.81	31.55	7.85	(6.63)	1.22

[21]

* For reporting purposes, beginning in 2007, market value and all return figures are reported based on the general investment pool excluding faculty mortgages.



AUDITED FINANCIAL STATEMENTS





PricewaterhouseCoopers LLP
125 High Street
Boston MA 02110-2611
Telephone (617) 530 5000
Facsimile (617) 530 5001

To the Board of Trustees of Wellesley College:

In our opinion, the accompanying statements of financial position and the related statements of activities and cash flows present fairly, in all material respects, the financial position of Wellesley College (the "College") at June 30, 2008 and 2007, and the changes in its net assets and cash flows for the years then ended in conformity with accounting principles generally accepted in the United States of America. These financial statements are the responsibility of the College's management. Our responsibility is to express an opinion on these financial statements based on our audits. We conducted our audits of these statements in accordance with auditing standards generally accepted in the United States of America. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstatement. An audit includes examining, on a test basis, evidence supporting the amounts and disclosures in the financial statements, assessing the accounting principles used and significant estimates made by management, and evaluating the overall financial statement presentation. We believe that our audits provide a reasonable basis for our opinion.

[23]

As discussed in Note 1 to the accompanying financial statements, the College changed the manner in which it reports the funded status of its defined benefit plan in 2007.

PricewaterhouseCoopers LLP

October 23, 2008

STATEMENTS OF FINANCIAL POSITION
June 30, 2008 and 2007 (in \$000s)

	2008	2007
Assets		
Cash and cash equivalents	\$18,538	\$24,583
Cash and cash equivalents, restricted	39,985	17,783
Accounts receivable, net	747	1,549
Loans receivable, net	8,801	8,120
Contributions receivable, net	46,950	47,835
Grants receivable	1,176	1,310
Prepaid, inventory and other assets	2,807	2,509
Investments	1,629,447	1,672,473
Planned giving investments	76,530	83,558
Collateral received for securities lending	103,246	87,820
Land, buildings, and equipment, net	285,785	278,582
Total assets	\$2,214,012	\$2,226,122
Liabilities		
Accounts payable and accrued expenses	\$25,610	\$30,083
Student deposits and deferred revenues	3,664	3,691
Advances under grants and contracts	2,166	2,313
Annuities and unitrusts payable	38,580	39,041
Asset retirement obligation	16,883	16,395
Liability under securities lending transactions	103,246	87,820
Bonds and notes payable	156,938	136,289
Government loan advances	4,569	4,569
Total liabilities	351,656	320,201
Net Assets		
Unrestricted	649,079	624,644
Temporarily restricted	812,235	886,231
Permanently restricted	401,042	395,046
Total net assets	1,862,356	1,905,921
Total liabilities and net assets	\$2,214,012	\$2,226,122

The accompanying notes are an integral part of these financial statements.

STATEMENT OF ACTIVITIES
For the year ended June 30, 2008 (in \$000s)

	UNRESTRICTED	TEMPORARILY RESTRICTED	PERMANENTLY RESTRICTED	2008 TOTAL
Operating Revenues				
Tuition and Fees	\$83,447	\$—	\$—	\$83,447
Less financial aid				
Donor sponsored	(26,994)	—	—	(26,994)
Institutionally sponsored	(8,015)	—	—	(8,015)
Net tuition and fees	48,438	—	—	48,438
Auxiliary operations	30,100	—	—	30,100
Government grants	4,183	—	—	4,183
Private gifts and grants	18,006	2,796	—	20,802
Investment return designated for operations	36,585	39,999	—	76,584
Other	6,030	—	—	6,030
Net assets released from restrictions	43,020	(43,020)	—	—
Total operating revenues	186,362	(225)	—	186,137
Operating Expenses				
Instruction and departmental research	80,742	—	—	80,742
Sponsored research and other programs	10,672	—	—	10,672
Library	10,199	—	—	10,199
Student services	14,712	—	—	14,712
General administration	10,094	—	—	10,094
General institutional	24,585	—	—	24,585
Auxiliary operations	37,328	—	—	37,328
Total operating expenses	188,332	—	—	188,332
Nonoperating Activities				
Investment return, net of spending allocation	(765)	(63,483)	505	(63,743)
Matured planned giving agreements	3,366	(3,466)	100	—
Gifts and pledges	1,240	13,621	5,391	20,252
Other	3,962	—	—	3,962
Debt extinguishment charge	(1,540)	—	—	(1,540)
Net realized/unrealized loss on interest swap	(301)	—	—	(301)
Net assets released from restrictions	20,443	(20,443)	—	—
Total nonoperating revenues	26,405	(73,771)	5,996	(41,370)
Net change in net assets	24,435	(73,996)	5,996	(43,565)
Net assets at beginning of year	624,644	886,231	395,046	1,905,921
Net assets at end of year	\$649,079	\$812,235	\$401,042	\$1,862,356

The accompanying notes are an integral part of these financial statements.

STATEMENT OF ACTIVITIES
For the year ended June 30, 2007 (in \$000s)

	UNRESTRICTED	TEMPORARILY RESTRICTED	PERMANENTLY RESTRICTED	2007 TOTAL
Operating Revenues				
Tuition and Fees	\$79,298	\$—	\$—	\$79,298
Less financial aid				
Donor sponsored	(26,384)	—	—	(26,384)
Institutionally sponsored	(7,260)	—	—	(7,260)
Net tuition and fees	45,654	—	—	45,654
Auxiliary operations	29,382	—	—	29,382
Government grants	4,278	—	—	4,278
Private gifts and grants	15,854	9,013	—	24,867
Investment return designated for operations	35,751	38,745	—	74,496
Other	6,070	—	—	6,070
Net assets released from restrictions	41,964	(41,964)	—	—
Total operating revenues	178,953	5,794	—	184,747
Operating Expenses				
Instruction and departmental research	77,610	—	—	77,610
Sponsored research and other programs	10,662	—	—	10,662
Library	10,158	—	—	10,158
Student services	14,034	—	—	14,034
General administration	12,196	—	—	12,196
General institutional	24,077	—	—	24,077
Auxiliary operations	36,950	—	—	36,950
Total operating expenses	185,687	—	—	185,687
Nonoperating Activities				
Investment return, net of spending allocation	78,157	159,912	307	238,376
Matured planned giving agreements	1,915	(1,986)	71	—
Gifts and pledges	2,284	20,684	10,443	33,411
Other	(3,600)	—	—	(3,600)
Net assets released from restrictions	891	(891)	—	—
Total nonoperating revenues	79,647	177,719	10,821	268,187
Change in net assets before cumulative effect of change in accounting principle	72,913	183,513	10,821	267,247
Cumulative effect of a change in accounting principle	(918)	—	—	(918)
Net change in net assets	71,995	183,513	10,821	266,329
Net assets at beginning of year	552,649	702,718	384,225	1,639,592
Net assets at end of year	\$624,644	\$886,231	\$395,046	\$1,905,921

The accompanying notes are an integral part of these financial statements.

STATEMENT OF CASH FLOWS

For the years ended June 30, 2008 and 2007 (in \$000s)

	2008	2007
Cash Flows from Operating Activities		
Change in net assets	\$(43,565)	\$266,329
Adjustment to reconcile change in net assets to net cash used by operating activities:		
Depreciation and amortization, net	13,504	12,376
Contributions restricted for investments	(12,098)	(28,071)
Receipt of contributed securities	(5,898)	(6,063)
Realized and unrealized (gains) losses on investments	(7,141)	(308,788)
Change in discount and allowance for doubtful accounts	(1,311)	(457)
Debt extinguishment charge	1,540	—
Unrealized gain on interest swap	(37)	—
Cumulative effect of change in accounting principle	—	918
Changes in operating assets and liabilities:		
Accounts receivable, net	802	(938)
Contributions receivable, net	2,126	8,204
Grants receivable	134	(139)
Prepaid, inventory and other assets	(261)	563
Accounts payable and accrued expenses	(7,469)	10,555
Student deposits and deferred revenue	(27)	(267)
Advances under grants and contracts	(147)	222
Annuities and unitrusts payable	(461)	(870)
Net cash used in operating activities	(60,309)	(46,426)
Cash Flows from Investing Activities		
Purchase of plant and equipment	(17,247)	(9,104)
Proceeds from student loans collections	1,168	1,051
Student loans issued	(1,779)	(1,646)
Increase in restricted cash for construction funds	(21,620)	—
Increase in restricted cash for plant and equipment	(582)	(898)
Purchases of investments	(811,163)	(765,554)
Proceeds from sales and maturities of investments	874,256	813,841
Net cash provided by investing activities	23,033	37,690
Cash Flows from Financing Activities		
Proceeds from contributions for:		
Investment in endowment	7,186	12,504
Investment in planned giving	670	861
Plant and equipment	4,242	14,706
Bond and notes payable proceeds received, net	55,303	—
Payments on bonds and notes payable	(36,170)	(12,470)
Net cash provided by financing activities	31,231	15,601
Net (decrease) increase in cash and cash equivalents	(6,045)	6,865
Cash and cash equivalents, beginning of year	24,583	17,718
Cash and cash equivalents, end of year	\$18,538	\$24,583
Contributed securities	\$5,898	\$6,063
Cash paid for interest	\$4,996	\$5,508
Capital additions included in accounts payable and accrued expenses	\$4,587	\$1,103
Net change in securities lending	\$15,426	\$25,262

[27]

The accompanying notes are an integral part of these financial statements.

I. Summary of Significant Accounting Policies

(a) Basis of Presentation

The financial statements of Wellesley College (the “College”) have been prepared in accordance with accounting principles generally accepted in the United States of America using the accrual basis of accounting.

Resources are reported for accounting purposes in separate classes of net assets based on the existence or absence of donor-imposed restrictions. In the accompanying financial statements, net assets that have similar characteristics have been combined into similar categories as follows:

Unrestricted—Net assets that are not subject to donor-imposed stipulations. These include all revenues, expenses, gains and losses that are not changes in permanently or temporarily restricted net assets. This category includes realized and unrealized gains on unrestricted endowment. Unrestricted net assets may be designated for specific purposes by action of the Board of Trustees or may otherwise be limited by contractual agreements with outside parties. Unrestricted net assets generally result from revenues derived from providing services, receiving unrestricted contributions, unrealized and realized gains and losses on unrestricted endowment, and receiving dividends and interest from investing in income producing assets, less expenses incurred in providing services, raising contributions, and performing administrative functions.

Temporarily restricted—Net assets that are subject to donor-imposed stipulations that can be fulfilled by actions of the College pursuant to those stipulations or that expire by the passage of time. This category includes realized and unrealized gains and losses on permanent endowment. Temporarily restricted net assets generally result from contributions and other inflows of assets whose use by the organization is limited by donor-imposed stipulations or by law that either expire by passage of time or can be fulfilled and removed by actions of the College pursuant to those stipulations.

Permanently restricted—Net assets that are subject to donor-imposed stipulations that they be maintained permanently by the College. Generally, the donors of these assets permit the College to use all or part of the investment return on these assets. Such assets primarily include the College’s permanent endowment funds. Permanently restricted net assets generally represent the historical cost (market value at date of gift) of contributions and other inflows of assets whose use by the College is limited by donor-imposed stipulations that neither expire by the passage of time nor can be fulfilled or otherwise removed by the College.

Expenses are reported as decreases in unrestricted net assets. Expirations of donor-imposed stipulations that simultaneously increase one class of net assets and decrease another are reported as reclassifications between the applicable classes of net assets.

Contributions restricted for the acquisition of land, buildings, and equipment are reported as temporarily restricted revenues. These contributions are reclassified to unrestricted net assets upon acquisition of the assets or placed in service dates if the asset is constructed.

Nonoperating activities reflect transactions of a long-term investment or capital nature including contributions to be invested by the College to generate a return that will support future operations, contributions to be received in the future, contributions to be used for facilities and equipment, and investment return beyond what the College has appropriated for current operational support in accordance with the College’s investment return spending guidelines. Nonoperating activities also include net realized and unrealized gains and losses on the interest rate swap and debt extinguishment charges.

(b) Cash Equivalents

Cash equivalents include short-term, highly liquid investments with a maturity of three months or less at the time of purchase. Cash and cash equivalents representing endowment assets and planned giving assets are included in endowment investments and planned giving investments, respectively. Restricted cash represents amounts for construction held by trustees in association with the Massachusetts Health and Education Facilities Authority (MHEFA) Series I bond issue and amounts restricted by a donor for the Science Center and Power Plant.

(c) Investments

Investments in marketable securities are carried at fair market value as established by the major securities markets. Purchases and sales of investments are recorded on the trade date of the transaction. Realized gains and losses arising from the sales of investments are recorded based upon the average cost of investments sold. Investment income is recorded on the accrual basis. The investment in faculty mortgages is stated at unpaid principal balances.

Venture capital and buyout limited partnerships include investments in both publicly and privately owned securities. The fair values of private investments are determined by the College and based on estimates and assumptions of the general partners or partnership valuation committees in the absence of readily determinable public market values. These values are audited annually by other auditors, most typically based on calendar year-end information. The values of public investments not yet distributed generally reflect discounts for illiquidity. The limited partnership valuations consider variables such as the financial performance of the investments, recent sales prices of similar investments, and other pertinent information. The estimated values as determined by the general partners and investment managers may differ significantly from the values that would have been used had a ready market for the investments existed and the differences could be materially higher or lower.

Derivative investments in the College's portfolio may include currency forward contracts, currency and interest rate swaps, call and put options, debt futures contracts and other vehicles that may be appropriate in certain circumstances as permitted within the managers' investment guidelines. The College's external managers use investments in derivative securities predominantly to reduce interest rate risk and risk in the foreign fixed-income market.

The College's split-interest agreements with donors consist of irrevocable charitable gift annuities, pooled life income funds, and charitable remainder unitrusts and annuities. Unitrusts, in which the College has a remainder interest, but that are held in trust and administered by outside agents, have been recorded as gifts that are temporarily restricted. Unitrusts, in which the College has a remainder interest, and which are managed by the College, periodically pay income earned on the assets to designated beneficiaries. The College adjusts unitrusts for both the estimated return on the invested assets and the contractual payment obligations during the expected term of the agreement. For planned giving contracts, the contributed assets are included at fair value within planned giving investments on the Statement of Financial Position. Contribution revenues are recognized as of the date the donated assets are transferred to the College and liabilities are recorded for the present value of the estimated future payments to the donors or other beneficiaries. The liabilities are adjusted during the term of the planned giving contracts consistent with changes in the value of the assets and actuarial assumptions.

Net gains on permanently restricted gifts are classified as temporarily restricted until appropriated for spending by the College in accordance with the Massachusetts Management of Institutional Funds Act and guidance from the Massachusetts Attorney General. Future utilization of gains is dependent on market performance.

(d) Endowment Investment Return Spending Policy

The College uses a “total return” approach to managing endowment assets. Funds are invested to maximize total return consistent with prudent risk without regard to the mix of current investment income and realized and unrealized gains or losses. The College’s endowment distribution policy determines a payout rate that is based on a methodology that uses a combination of prior year’s spending and endowment value with a general rule that the total amount spent needs to be within a 4.5% to 5.5% range of the prior year market value of the endowment. The sources of the payout are endowment earned income (interest and dividends), both current and previously reinvested income and a portion of realized gains. Any income earned in excess of the spending limit is reinvested. Funds may be withdrawn from investment return earned in prior years if income is less than the spending limit. The spending policy is designed to insulate investment policy from budgetary pressures, and to insulate program spending from fluctuations in capital markets.

(e) Inventories

Inventories are stated at the lower of cost (first-in, first-out method) or market and are included in prepaid, inventory, and other assets on the Statement of Financial Position.

(f) Accounts Receivable and Student Loans Receivable

Accounts receivable include amounts due from students, student organizations, and other miscellaneous receivables. Loans to students are carried at net realizable value. Accounts receivable for 2008 and 2007 are reported net of allowances for doubtful accounts of \$374,000. Loans receivable for 2008 and 2007 are reported net of allowances for doubtful loans of \$694,000 and \$624,000, respectively. The provisions are intended to provide for student accounts and loans that may not be collected.

(g) Grant Revenue

Government grants normally provide for the recovery of direct and indirect costs, subject to audit. The College recognizes revenue associated with the direct costs as the related costs are incurred or expended. Recovery of related indirect costs is generally recorded at predetermined fixed rates negotiated with the government or at other predetermined rates determined by the grant provider.

(h) Pledges

The College recognizes the present value of unconditional promises to give as revenues in the period in which the pledges are made by donors.

(i) Loans Receivable

Determination of the fair value of student loan receivables is not practicable as such loans are primarily federally sponsored student loans with U.S. government mandated interest rates and repayment terms subject to significant restrictions as to their transfer and disposition.

(j) Land, Buildings, and Equipment

Land, buildings, and equipment are recorded at cost, or if donated, at fair market value at the date of donation. Additions to plant assets are capitalized while scheduled maintenance and minor renovations are charged to operations. Library books are expensed when purchased. Museum collections are not capitalized. Plant assets are presented net of accumulated depreciation. When assets are retired or disposed of, the cost and accumulated depreciation are removed from the accounts and gains and losses from disposal are included in the statement of activities. Depreciation is computed on a straight-line basis over the estimated useful lives of the related assets as follows:

	YEARS
Land improvements	20
Buildings and improvements	20–40
Equipment	4–12

(k) Financial Aid

The statement of activities reflects financial aid as an offset to tuition revenues. The College's financial aid is primarily funded through private gifts, grants, and endowment income with the remainder, if needed, representing unrestricted institutional resources for grants.

(l) Auxiliary Operations

Auxiliary operations includes residence and dining halls, the Nehoiden Golf Club, the Wellesley College Club which operates a private dining and conference center and use of the campus during the summer by internal and external groups. Related expenses include direct expenses of running these operations as well as an allocation for depreciation, debt service, and physical plant maintenance and operation.

(m) Internal Revenue Code Status

The College has been granted tax-exempt status as a nonprofit organization under Section 501(c)(3) of the Internal Revenue Code.

(n) Conditional Asset Retirement Obligations

The College recognizes the fair value of a liability for legal obligations associated with asset retirements in the period in which the obligation is incurred, in accordance with Statement of Financial Accounting Standards (SFAS) No. 143, *Accounting for Asset Retirement Obligations*, and Financial Accounting Standards Interpretation (FIN) No. 47, *Accounting for Conditional Asset Retirement Obligations*. When the liability is initially recorded, the cost of the asset retirement obligation is capitalized by increasing the carrying amount of the related long-lived asset. The liability is accreted to its present value each period, and the capitalized cost associated with the retirement obligation is depreciated over the useful life of the related asset. Upon settlement of the obligation, any difference between the cost to settle the asset retirement obligation and the liability recorded is recognized as a gain or loss in the statement of activities.

(o) Interest Rate Swap

The College has entered into an interest rate swap agreement on the Massachusetts Health and Education Facilities Authority, Variable Rate Revenue Bonds, Series I in order to convert the variable rate debt to fixed rate, thereby economically hedging against changes in the cash flow requirements of the College's variable rate debt obligations.

Net payments or receipts (difference between variable and fixed rate) under the swap agreement along with the change in fair value of the swap are recorded in nonoperating activities as net realized/unrealized loss on interest swap.

(p) Use of Estimates

The preparation of financial statements in accordance with accounting principles generally accepted in the United States of America requires management to make estimates and assumptions that affect reported amounts of assets and liabilities and disclosures of contingent assets and liabilities at the date of the financial statements and the reported amounts of revenues and expenses during the reporting period. Actual results could differ from those estimates.

(q) New Accounting Pronouncements

The Financial Accounting Standards Board (FASB) has issued SFAS No. 157, *Fair Value Measurements*, SFAS No. 159, *The Fair Value Option for Financial Assets and Financial Liabilities*, and Staff Position 117-1, *Endowments of Not-for-Profit Organizations*. The standards and staff position are effective for the College's fiscal year ending June 30, 2009, except for certain provisions of the standards which were deferred for an additional year. The College is still evaluating the impact of SFAS No. 157. The College does not believe the adoption of SFAS No. 159 and Staff Position 117-1 will have a material impact on the financial statements.

Effective July 1, 2007, the College adopted Financial Accounting Standards Board (FASB) Interpretation No. 48 (FIN 48), Accounting for Uncertainty in Income Taxes—An Interpretation of SFAS No. 109, Accounting for Income Taxes. FIN 48 addresses the accounting for uncertainty in income taxes recognized in an entity's financial statements and prescribes a threshold of more-likely-than-not for recognition and derecognition of tax provisions taken or expected to be taken in a tax return. FIN 48 also provides guidance on measurement, classification, interest and penalties, and disclosure. The adoption did not have a material effect on the College's financial statements.

(r) Cumulative Effect of Change in Accounting Principle

Effective June 30, 2007, the College adopted SFAS No. 158, Employer's Accounting for Defined Benefit Pension and Other Post Retirement Plans. The cumulative effect of this change is discussed in Note 9.

(s) Revised Presentation and Changes in Classifications

During fiscal year 2008, the College determined that based on certain securities lending activity, \$87,820,000 should have been reflected gross as both collateral received for securities lending as an asset and as a liability under securities lending transactions within the Statement of Financial Position at June 30, 2007. Net assets as of June 30, 2007 and the Statement of Activities for fiscal year 2007 were not impacted as a result of this adjustment. The College has reflected this on their financial statements as of June 30, 2007 within the financial statements issued for June 30, 2008 for comparative purposes.

The classification of the receipt of contributed securities in the Statement of Cash Flows for the year ended June 30, 2007 has been changed to conform to the presentation for the year ended June 30, 2008.

2. Contributions Receivable

Contributions receivable, net, is summarized as follows at June 30 (in \$000s):

UNCONDITIONAL PROMISES EXPECTED TO BE COLLECTED IN:	2008	2007
Less than one year	\$6,298	\$7,880
One year to five years	48,477	13,709
Over five years	1,220	36,586
Total	55,995	58,175
Less discounts and allowance for uncollectible accounts	9,045	10,340
Net contributions receivable	\$46,950	\$47,835

Discount rates used to calculate the present value of contributions receivable ranged from 3.00% to 5.10% at June 30, 2008 and 2007.

3. Land, Buildings, and Equipment

Investment in land, buildings, and equipment consists of the following at June 30 (in \$000s):

	2008	2007
Land and land improvements	\$46,015	\$45,500
Buildings and building improvements	376,245	353,292
Equipment	12,696	14,806
Construction in progress	1,707	5,444
	436,663	419,042
Less accumulated depreciation	150,878	140,460
	\$285,785	\$278,582

Depreciation expense was \$13,527,000 and \$12,418,000 for the years ended June 30, 2008 and 2007, respectively.

The College recognized \$620,000 and \$603,000 of operating expenses relating to the accretion of liabilities recorded under FIN No. 47 for the years ended June 30, 2008 and 2007, respectively. Conditional asset retirement obligations of \$16,883,000 and \$16,395,000 at June 30, 2008 and 2007, respectively are included in the College's asset retirement obligation. Substantially all of the impact of adopting FIN No. 47 relates to estimated costs to remove asbestos that is contained within the College's facilities.

4. Investments

The book and market values of investments at June 30, 2008 and 2007 are shown in Table 4A on page 34.

“Other assets” include long-term and semimarketable alternative investments. Long-term alternative assets include private equity funds such as venture capital and buyout funds, as well as more traditional investments in oil and gas and real estate properties.

The semimarketable alternative asset investments include equity hedge funds, risk arbitrage, distressed securities and commodity hedge funds. The College’s investments in these strategies use minimal, if any, leverage as part of their strategies.

Included in bonds and equities are alternative investment vehicles including hedge funds with a market value of \$261,349,000 and \$237,381,000 and commingled funds with a market value of \$270,519,000 and \$358,954,000 at June 30, 2008 and 2007, respectively, whose holdings are bonds and equities.

The college’s investment returns from endowment and planned giving for the year ended June 30, 2008 and 2007 appear in Table 4B on page 35.

The total return consisting of realized and unrealized gains and losses and dividends and interest net of investment management and custodial fees was 1.22% and 22.70% for the fiscal years ended June 30, 2008 and 2007, respectively.

At June 30, 2008 and 2007 investment securities having a fair value of \$100,808,000 and \$86,046,000, respectively, were loaned to various brokerage firms through a securities lending agent. The loaned securities are returnable on demand and are collateralized by cash deposits. The College has recorded the fair value of the collateral received of \$103,246,000 and \$87,820,000 and an offsetting liability for the return of the collateral on the Statement of Financial Position at June 30, 2008 and 2007, respectively.

5. Pooled Funds

Endowment and similar fund assets are pooled on a unit market value basis whenever possible. Funds are added to or withdrawn from the pool at the unit market value at the beginning of the fiscal quarter in which the transaction takes place. (See Table 5A on page 35.)

The components of the pooled and nonpooled endowment funds at market value at June 30, 2008 and 2007 are shown in Table 5B on page 35.

6. Related Parties

The College acts as fiscal agent and investment advisor for the Wellesley College Alumnae Association and a retired president of the College. Endowment investments held on their behalf are included in the College’s general pool of investments and are reflected either as part of the College’s net assets or a pension liability. The market value of the assets totaled \$14,893,000 and \$15,018,000 at June 30, 2008 and 2007, respectively.

Mortgages due from faculty of \$17,913,000 and \$15,670,000 at June 30, 2008 and 2007, respectively, are included within investments on the Statement of Financial Position.

Table 4A: Book and
Market Values of Investments
June 30, 2008 and 2007 (in \$000s)

	2008 BOOK VALUE	2008 MARKET VALUE	2007 BOOK VALUE	2007 MARKET VALUE
Endowment Investments				
Investments pooled				
Cash and cash equivalents	\$60,329	\$60,329	\$63,547	\$63,547
Bonds	212,188	260,992	206,562	209,240
Equities	357,880	482,451	395,495	632,417
Other assets	644,559	807,546	572,170	751,361
Total pooled investments	1,274,956	1,611,318	1,237,774	1,656,565
Faculty mortgages	17,913	17,913	15,670	15,670
Total pooled investments and faculty mortgages	1,292,869	1,629,231	1,253,444	1,672,235
Investments not pooled				
Cash and cash equivalents	216	216	238	238
Total investments not pooled	\$216	\$216	\$238	\$238
Total endowment investments	\$1,293,085	\$1,629,447	\$1,253,682	\$1,672,473
Planned Giving Investments				
Separate pooled funds				
Cash and cash equivalents	\$266	\$266	\$236	\$236
Bonds	5,750	5,730	6,549	6,287
Equities	7,632	11,498	6,866	13,250
Total pooled funds	13,648	17,494	13,651	19,773
Unitrusts				
Cash and cash equivalents	1,065	1,065	1,288	1,288
Bonds	19,329	18,667	23,428	23,203
Equities	26,439	30,706	19,443	30,728
Other assets	889	889	889	889
Assets held by Trustees	7,248	7,709	7,248	7,677
Total funds not pooled	54,970	59,036	52,296	63,785
Total planned giving investments	\$68,618	\$76,530	\$65,947	\$83,558

Table 4B: Investment Returns from
Endowment and Planned Giving
For years ended June 30, 2008 and 2007
(in \$000s)

	UNRESTRICTED	TEMPORARILY RESTRICTED	PERMANENTLY RESTRICTED	TOTAL
2008				
Dividends and interest (net of expenses of \$7,216)	\$2,338	\$2,857	\$505	\$5,700
Net realized and unrealized gains/losses	33,482	(26,341)	—	7,141
Total return on endowment and planned giving investments	35,820	(23,484)	505	12,841
Investment return designated for current operations	(36,585)	(39,999)		(76,584)
	(\$765)	(\$63,483)	\$505	(\$63,743)
2007				
Dividends and interest (net of expenses of \$8,639)	\$1,372	\$2,405	\$307	\$4,084
Net realized and unrealized gains/losses	112,536	196,252	—	308,788
Total return on endowment and planned giving investments	113,908	198,657	307	312,872
Investment return designated for current operations	(35,751)	(38,745)		(74,496)
	\$78,157	\$159,912	\$307	\$238,376

Table 5A: Pooled Funds
As of June 30, 2008 and 2007

	2008	2007
Investments in pooled funds and faculty mortgages, market value (in \$000s)	\$1,629,231	\$1,672,235
Total number of units	2,436,021	2,417,538
Market value per unit	\$668.81	\$691.71
Distribution per unit	\$31.55	\$30.74

[35]

Table 5B: Components of Pooled and
Nonpooled Endowment Funds at Market Value
As of June 30, 2008 and 2007 (in \$000s)

	UNITS	POOLED ENDOWMENT	NONPOOLED ENDOWMENT	TOTAL ENDOWMENT
2008 Endowment and Similar Funds				
Endowment funds	1,543,330	\$1,032,192	\$—	\$1,032,192
Term funds	81,843	54,737	216	54,953
Quasi-endowment	810,848	542,302	—	542,302
Total	2,436,021	\$1,629,231	\$216	\$1,629,447
2007 Endowment and Similar Funds				
Endowment funds	1,535,268	\$1,061,960	\$—	\$1,061,960
Term funds	79,498	54,990	238	55,228
Quasi-endowment	802,772	555,285	—	555,285
Total	2,417,538	\$1,672,235	\$238	\$1,672,473

7. Notes and Bonds Payable

Indebtedness at June 30, 2008 and 2007 includes various bonds issued through the Massachusetts Health and Education Facilities Authority (MHEFA). Interest payments on debt totaled \$4,844,000 and \$5,588,000 during fiscal years 2008 and 2007, respectively.

During January 2008, the College issued \$57,385,000 in Series I tax-exempt variable rate bonds. The proceeds will be used for major asset preservation and modernization projects and will be used to retire the Series F bonds, with \$30.0 million outstanding, on July 1, 2009, the earliest possible call date. The refunding allows the College to realize the present value savings through a restructuring of the College's debt. The College recognized a debt extinguishment charge of \$1,540,000 which has been reflected in the statement of activities. The College incurred costs of \$542,000 associated with the issue which have been capitalized and are being amortized over the life of the bonds. At June 30, 2008, restricted cash also includes \$21,620,000 of construction funds held by trustees that will be drawn down to fund various construction projects.

The Series I bonds, which mature in 2039, currently bear variable interest rates payable monthly. Interest on the bonds is calculated on the basis of twelve thirty-day months for a 360-day year. Pending the redemption of the Series F bonds, proceeds of the Series I bonds were deposited into a refunding account established under the indenture and held by the Trustee and were invested in authorized investments as directed by the College. At June 30, 2008, the trust fund of \$31,850,000 is available to service principal and interest obligations, which will be fully repaid in fiscal year 2009. Since the refunded bonds are no longer deemed to be outstanding for financial reporting purposes, neither the debt nor the irrevocable trust assets are included in the Statement of Financial Position.

The College has a fixed rate promissory note with a bank. The College may borrow up to \$40 million with various terms and interest rates at LIBOR plus 1/5 of 1%.

Balances of outstanding bonds and notes payable at June 30 consisted of the following (in \$000s):

	2008	2007
MHEFA, Series I, Variable Rate Revenue Bonds, bearing interest at a daily rate, maturing July 2039. The rate at June 30, 2008 was 1.30%.	\$57,385	—
MHEFA, Series H, Revenue Bonds issued at an interest rate of 2.0%–5.0% maturing July 2033	\$54,120	\$54,705
MHEFA, Series F, Revenue Bonds issued at an interest rate of 5.125% maturing July 2039	—	30,000
MHEFA, Series G, Variable Rate Revenue Bonds, bearing interest at a daily rate, maturing July 2039. The rate at June 30, 2008 was 1.55%.	20,000	20,000
MHEFA Capital Asset Program, Series B & C, Variable Rate Demand Bonds, monthly amortization of principal with final payment due June 2010. Interest rate reset semi-annually. The rate at June 30, 2008 was 4.75%.	1,458	2,144
MHEFA, Series E, Variable Rate Demand Bonds, scheduled amortization of principal with final maturity July 2022. Interest adjusted weekly. The rate at June 30, 2008 was 1.40%.	13,300	13,900
Notes Payable Promissory Note, principal maturing July 2008. The rate at June 30, 2008 was 2.58%.	10,512	14,810
Total debt	156,775	135,559
Less unamortized bond issue costs	(920)	(420)
Add unamortized original issue premium	1,083	1,150
	\$156,938	\$136,289

The total of the College's bonds and notes payable described above matures as follows (in \$000s):

2009	\$12,668
2010	2,172
2011	1,480
2012	1,705
2013	1,725
Thereafter	137,025
Total bonds and notes payable	\$156,775

In January 2008, the College entered into an interest rate swap agreement, with a term through 2039. This swap effectively locks in a fixed rate of 3.239% per annum. The agreement has a notional amount of \$57,385,000. At June 30, 2008, the market value of the swap agreement amounted to an asset of \$37,000. The value of the interest rate swap is reflected within prepaid, inventory, and other assets on the statement of financial position and in nonoperating activities on the statement of activities. Additionally, the College paid interest expense in association with the swap agreement of \$338,000 which is reflected as part of the net realized/unrealized loss on interest swap for the year ended June 30, 2008.

The College has outstanding at June 30, 2008 fixed rate debt of \$54,120,000 and variable rate debt of \$102,655,000. Included in variable rate debt is \$57,385,000 of synthetic fixed debt which is debt that has an underlying variable rate but has an interest rate swap agreement that effectively locks in a fixed rate. The fair market value of the College's fixed rate debt at June 30, 2008 approximates \$60,893,000. The College's variable rate debt approximates fair value. Fair value for fixed and variable rate debt is based on estimates using current interest rates available for debt with equivalent maturities.

8. Annuities and Unitrusts Payable

The College has split-interest agreements consisting primarily of annuities, pooled life income funds, and charitable remainder unitrusts for which the College may or may not serve as trustee. All split-interest agreements are included in planned giving investments. Contributions are recognized at the date the trusts are established net of a liability for the present value of the estimated future cash outflows to beneficiaries. The present value of payments is discounted at a risk-free rate of return that ranges from 4% to 6%. The liability of \$38,580,000 and \$39,041,000 at June 30, 2008 and 2007, respectively, is adjusted during the term of the agreement for changes in actuarial assumptions. Payments of income to beneficiaries are principally funded by the investment income of the related gift annuity and unitrust investments.

9. Pension Plans

The College has a defined contribution, noncontributory annuity pension plan for faculty and administrative personnel administered by the Teachers Insurance and Annuity Association and College Retirement Equities Fund ("TIAA/CREF"). Under this Plan, the College contributed \$7,546,000 and \$6,232,000, respectively, for the years ended June 30, 2008 and 2007.

The College also has a defined benefit pension plan for classified office and service employees. The Plan provides retirement and death benefits based on the highest of the last four years of consecutive earnings. Contributions to the plan are made in amounts sufficient to meet the minimum funding requirements set forth in the Employee Retirement Income Security Act of 1974.

The measurement date of determining the benefit obligations and net periodic benefit (income) cost was June 30, 2008 and 2007.

The significant assumptions underlying the actuarial computations at June 30 were as follows:

	2008	2007
Assumptions used to determine benefit obligations:		
Discount rate	6.875%	6.25%
Rate of compensation increase	4.00%	4.00%
Assumptions used to determine net periodic benefit (income) cost:		
Discount rate	6.875%	6.25%
Expected return on plan assets	7.80%	7.80%
Rate of compensation increase	4.00%	4.00%
Change in projected benefit obligation (in \$000s)		
Benefit obligation at end of prior year	\$34,346	\$30,856
Service cost	1,230	1,154
Interest cost	2,076	1,911
Actuarial loss/(gain)	(3,639)	1,697
Benefits paid	(1,189)	(1,265)
Administrative expenses paid	(3)	(7)
Benefit obligation at end of year	\$32,821	\$34,346
Accumulated benefit obligation	\$26,338	\$26,799
Change in plan assets (in \$000s)		
Fair value of plan assets at end of prior year	\$31,989	\$26,890
Actual return on plan assets	(1,311)	4,711
Employer contributions	1,279	1,660
Benefits paid	(1,189)	(1,265)
Administrative expenses paid	(3)	(7)
Fair value of plan assets at end of year	\$30,765	\$31,989

In September 2006, the FASB issued SFAS No. 158 *Employers' Accounting for Defined Benefit Pension and Other Post Retirement Plans*. SFAS 158 focuses primarily on the Statement of Financial Position reporting for the funded status of benefit plans and requires recognition of benefit liabilities for under-funded plans and benefit assets for over-funded plans, with offsetting impacts to unrestricted net assets. The impact of adoption resulted in a net decrease of \$918,000 in unrestricted net assets, which has been recorded as a cumulative effect of a change in accounting principle. The net decrease is comprised of the net prior service cost of \$621,000 and actuarial loss of \$297,000.

	2008	2007
Funded status (in \$000s)		
Funded status	(\$2,056)	(\$2,357)
Unrecognized prior service cost	—	—
Unrecognized net actuarial loss	—	—
Accrued benefit liability	(\$2,056)	(\$2,357)

Components of net periodic benefit cost (in \$000s)		
Service cost	\$1,230	\$1,154
Interest cost	2,076	1,911
Expected return on plan assets	(2,488)	(2,089)
Amortization of prior service cost	75	98
Net periodic benefit cost	\$893	\$1,074

Other changes in plan assets and benefit obligations recognized in unrestricted net assets		
SFAS 158 change in accounting principle	\$—	\$(918)
New net actuarial loss	160	—
Amortization of prior service cost	(75)	—
Total	\$85	\$(918)

Amounts recognized in unrestricted net assets		
Net prior service cost	\$546	\$621
Net actuarial loss	\$457	\$297

The incremental effect of applying SFAS 158 on individual line items in the statement of financial position as of June 30, 2007 is as follows (in \$000s):

	BEFORE APPLICATION OF SFAS 158	DEFINED BENEFIT PLAN ADJUSTMENTS	AFTER APPLICATION OF SFAS 158
Accounts payable and accrued expenses	\$29,165	\$918	\$30,083
Total liabilities	\$319,283	\$918	\$320,201
Unrestricted net assets	\$625,562	(\$918)	\$624,644
Total net assets	\$1,906,839	(\$918)	\$1,905,921

The amount expected to be recognized as amortization of prior net service cost and a component of net periodic cost in the upcoming year is \$75,000.

Expected benefit payments, net of participant contributions are as follows (in \$000s):

2009	\$1,170
2010	1,237
2011	1,242
2012	1,378
2013	1,572
2014–2018	11,188

The College expects to make employer contributions into the plan of \$458,000 in the 2009 fiscal year.

In selecting the long-term rate of return on assets, the College considered the average rate of earnings expected on the funds invested or to be invested to provide for the benefit of the Plan. This included considering asset allocation and the expected returns likely to be earned over the life of the Plan as well as assessing current valuation measures, income, economic growth and inflation forecasts, and historical risk premiums. This basis is consistent with prior years.

The investment objective and strategy of the Plan is to achieve returns above the balanced composite benchmark and maintain a level of volatility which approximates that of the composite benchmark using the following asset allocation:

ASSET CATEGORY	TARGET ALLOCATION
Equity Securities	60%
Real Estate Investment Trust	5%
Commodities	5%
Fixed Income	27%
Cash and Equivalents	3%
Total	100%

The following lists the Plan's asset allocation at June 30, 2008 and 2007:

ASSET CATEGORY	2008	2007
Equity Securities	58%	59%
Real Estate Investment Trust	3%	3%
Commodities	5%	5%
Fixed Income	28%	30%
Cash and Equivalents	6%	3%
Total	100%	100%

10. Net Assets

Net assets consist of the following at June 30, 2008 and 2007 (in \$000s):

	2008	2007
Unrestricted		
Designated for specific purposes and plant	\$116,431	\$108,468
Quasi-endowment	532,700	516,176
Deficiencies in donor-restricted endowments	(52)	—
	649,079	624,644
Temporarily restricted		
Endowment and similar funds including pledges	716,105	769,714
Annuity, life income and unitrusts including pledges	37,908	44,463
Deficiencies in donor-restricted endowments	52	—
Other restricted	58,170	72,054
	812,235	886,231
Permanently restricted		
Endowment including pledges	401,042	395,046
	401,042	395,046
	\$1,862,356	\$1,905,921

11. Commitments and Contingencies

In 1975 the College identified the presence of soil tainted with various hazardous materials on the site of an abandoned nineteenth-century paint factory acquired by the College in 1932. In 1991, the College arranged for the excavation of contaminated soils from two waste piles and a wastewater settling basin formerly associated with the paint factory.

After the contaminated material was removed, the area was capped and seeded. These actions were undertaken in accordance with plans approved by the Department of Environmental Protection (DEP) on July 5, 1991. The College has continued to work with the DEP and has completed the process of remediating and restoring approximately 30 acres of land referred to as the Upland site. The College began in April 2001 excavating and consolidating contaminated soils from the upland, wetland, and pond (“Upland/Wetland/Pond”) portions of the site. The soils have been treated and consolidated on site under a permanent engineered barrier. The capped area has been developed into three playing fields, an eight lane all weather track, and a softball field and was completed in October 2002. The cost of this project was \$32.8 million; \$10 million has been funded from a HEFA bond issuance and the remainder from unrestricted endowment. Costs associated with the campus improvement project are capitalized as land improvements. Costs incurred to remediate this property are charged to expense when they can be estimated. Ongoing expenses associated with the monitoring and maintenance of the engineered barrier are charged to operations. Total expenses for this project were \$254,000 and \$463,000, respectively for the years ended June 30, 2008 and 2007. The College has purchased an insurance policy to cover cost overruns associated with the Upland/Wetland/Pond project as well as the assessment, monitoring, and, if necessary, remediation of contaminated groundwater located under the Uplands/Wetlands/Pond area. In September 2004, the College submitted a report to DEP recommending that no remedial action be taken in respect of the groundwater portion of the site beyond periodic monitoring of hexavalent chromium concentrations. DEP has not yet responded to this report.

In 2001, the Commonwealth of Massachusetts and the College entered an agreement pursuant to which the Commonwealth agreed to share in the cost of dredging the Northern Shoreline and Western Cove portion of Lake Waban, with the Commonwealth's share capped at \$1.4 million. The dredging project was completed in 2002 at a total cost of approximately \$1.2 million. Additional reimbursable costs of approximately \$100,000 were incurred after the completion of dredging. In three payments made in 2005 and 2006, the Commonwealth reimbursed the College a total of approximately \$1.06 million, fully satisfying the Commonwealth's reimbursement obligations under the 2001 cost-sharing agreement. In a report filed with DEP in May 2005, the College recommended that no remedial action be taken in portions of Lake Waban beyond the Northern Shoreline and Western Cove, apart from periodic monitoring of water quality and fish-growth patterns. DEP responded favorably to this report in a letter dated October 2006. The College anticipates that the periodic monitoring program will be initiated in 2009. The cost of this program should be insignificant. After completing preliminary discussions with the DEP about the risk-based goals for the remediation of Lower Waban Brook, the College currently is in the early stages of designing and permitting that project. The Lower Waban Brook remedial project is anticipated to be undertaken in 2009 and is estimated to cost \$3,600,000. For the year ended of June 30, 2008, total expenses to the Lower Waban Brook remedial project were \$347,000. A liability of \$3,253,000 and \$3,600,000 has been recorded as of June 30, 2008 and 2007, respectively, and is included in the Statements of Financial Position within accounts payable and accrued expenses.

Outstanding commitments amounted to approximately \$329,528,000 and \$366,620,000 as of June 30, 2008 and 2007, respectively for the following:

	2008	2007
Alternative investments	\$321,500,000	\$355,400,000
Construction contracts	8,028,000	11,220,000
	\$329,528,000	\$366,620,000

Under the terms of certain limited partnership agreements, the College is obliged to periodically advance additional funding for private equity investments. Such commitments generally have fixed expiration dates or other termination clauses. The College maintains sufficient liquidity in its investment portfolio to cover such calls.

The College built a gas-fired cogeneration plant capable of producing 7.5 megawatts of electricity. The plant supplies electricity for the entire campus. The College pays the Town \$111,000 annually as a guarantee for back-up power, at cost, to the College. This contract is in force until May 2010.

The College has several legal cases pending that have arisen in the normal course of its operations. The College believes that the outcome of these cases will have no material adverse effect on the financial position of the College.



