

Wellesley College

Fifth-Year Interim Report

to the

**Commission on Institutions of Higher Education
New England Association of Schools and Colleges**

Wellesley College

Wellesley, Massachusetts

January 2014



Table of Contents

Introduction

Institutional Overview

Areas of Special Emphasis

Standards Narrative

One:	Mission and Purpose
Two:	Planning and Evaluation
Three:	Organization and Governance
Four:	The Academic Program
Five:	Faculty
Six:	Students
Seven:	Library and Other Information Resources
Eight:	Physical and Technological Resources
Nine:	Financial Resources
Ten:	Public Disclosure
Eleven:	Integrity

Assessment, Retention, Student Success (Reflective Essay)

Plans for the Next Five Years

Appendices:

Affirmation of Compliance with Regulations re: Title IV

Wellesley College FY13 Audited Financial Statement (Management Letter Comments Included)

Interim Report Standards Forms

S-Series: S1 and S2

E-Series: E1



INTRODUCTION

The opportunity for Wellesley College to embark on this Fifth-Year Interim Report arrived at a time when planning and assessment across various areas of the College were bearing fruit in plans and priorities that will serve as a guide over the next five years. The pause for reflection, and gathering the broad efforts into a unified story in this report to share with the Commission, have also helped us frame our opportunities and challenges in a manner that exemplifies and encourages continuous assessment to achieve our mission and shared community value for excellence.

The process, which began in Spring 2013 with engagement from the individual to departmental to divisional levels, was co-chaired by Elena M. Bernal, Associate Provost for Institutional Planning and Assessment, and Richard G. French, Dean of Academic Affairs, McDowell and Whiting Professor of Astrophysics. Both received significant guidance and support from Catherine Salop, Assistant Vice President and Executive Assistant to the President, who brought institutional insight and continuity from the decennial reaccreditation report.

We are indebted to the authors and reviewers of all aspects of the report, particularly the principal authors of each standard and the associated forms:

Andrew Shennan, Provost and Dean of the College
Debra K. DeMeis, Dean of Student Life
Jennifer C. Desjarlais, Dean of Admission and Financial Aid
Ben Hammond, Vice President for Finance and Administration
Cameran Mason, Vice President for Resources and Public Affairs
Catherine R. Salop, Assistant Vice President and Executive Assistant to the President
Robbin Chapman, Associate Provost and Academic Director of Diversity & Inclusion
Melissa S. Fletcher, Interim Assistant Vice President for Finance and Controller
Elizabeth Gildersleeve, Assistant Vice President for Communications & Public Affairs
Kathryn Lynch, Dean of Faculty Affairs and Bates/Hart Professor of English
Annick Mansfield, Institutional Research Director
Ravi Ravishanker, Chief Information Officer and Associate Dean of WellesleyX
Peter Zuraw, Assistant Vice President for Facilities Management and Planning

The range of participants who engaged in what is described in this interim report, however, reaches far beyond the principal authors and reviewers. It is a reflection of interactions with many members of our campus community who contributed to the plans and achievements that form the foundation of this interim report. Finally, the College's leadership, principally the President and her senior staff, have reviewed the interim report prior to final submission.

INSTITUTIONAL OVERVIEW

For nearly 140 years, Wellesley College has been a leader in preparing women to make a difference in the world by providing an exceptional educational experience—in classrooms, laboratories, and residence halls. Our 500-acre campus near Boston is home to 2,300 undergraduate students from around the world, representing all 50 states and 83 countries.

Classes at Wellesley (across 54 departmental and interdepartmental majors) are small, averaging 17-20 students. Wellesley also boasts a number of highly respected specialized institutes and centers of study, including the Madeleine K. Albright '59 Institute for Global Affairs, as well as the Wellesley Centers for Women, one of the largest gender-focused research organizations in the world. Wellesley is also known for breaking down barriers for women in the sciences, producing more women graduates who go on to get PhDs in STEM fields than any other liberal arts college.

The Wellesley community has long been strengthened by its historic commitment to diversity—racial, cultural, religious, and socioeconomic. Henry Durant, the College's founder, personally helped students who could not afford tuition, and Wellesley carries on that commitment today with its need-blind admissions policy: 58 percent of enrolled students receive financial aid, and the College meets 100 percent of demonstrated need (including for the 20 percent of students who are Pell recipients). More than 40 percent of the student body is made up of domestic students of color, 11 percent are international students, and 12 percent are first-generation college students. Of Wellesley's instructional faculty members, 24 percent are people of color and 58 percent are women.

Approximately 70 percent of students participate in an internship while at Wellesley, with many of these opportunities funded by the College's Center for Work and Service. Additionally, more than half of each class cohort takes advantage of an opportunity to study abroad for at least a semester. And more than 80 percent of alumnae pursue graduate or professional study within ten years of graduation.

Wellesley has more than 36,000 living alumnae, with over 100 active clubs around the world. The Wellesley alumnae network is the single most powerful network of its kind in the world, and its long tradition of mutual support is a tremendous asset both to the College and to current and future alumnae, for whom it supports mentoring and models positive roles in fields as diverse as business, education, banking, law, the sciences, and the arts.

Wellesley College is proud of its unique role in the world: its unflagging commitment to women, and to the liberal arts as a means of preparing the women who will lead in the 21st century, creating our shared future.

AREAS OF SPECIAL EMPHASIS

FOCUS AREA #1: MISSION

"The goal of providing the best liberal arts education in the 21st century is both realistic for Wellesley College and daunting in its ambition. The fifth-year report will afford the College an opportunity to update the Commission on its



success in this area, by further clarifying the distinguishing features of such an education, the student learning goals that would characterize it, and the institution's success in measuring student learning and achievement, using the results for further improvement.” (Standards 1.4, 4.46, 4.47, as noted in NEASC’s response to the 2009 Decennial Accreditation Review)

Wellesley College’s succinct, well-known, and adaptable mission—to provide an excellent liberal arts education for women who will make a difference in the world—is used daily as the principle to guide all aspects of College planning, to improve student learning continuously, and to share the outcomes of a Wellesley education with specific evidence within the campus community and to external audiences. The three standards that the Commission has asked us to address are woven into the Standards sections of the interim report, and they are summarized here.

The mission and purposes of the College are widely understood on campus, as the visiting team experienced and reported during their visit accompanying the decennial accreditation review in 2009, and are applied in developing student learning outcomes and student learning experiences. As the Commission and review team noted, Wellesley’s campus culture is shaped by the mission’s emphasis on excellence at the core. Rather than framing the College mission on being “the best”, or an absolute, which is a static concept, Wellesley’s mission and campus culture focus on the continual pursuit and evolution of excellence. This clear focus on active improvement enables all members of the campus community to approach their work with excellence as a guiding principle. Specific examples of the ways in which the mission have guided planning are delineated in Standard 1 (1.4), making explicit the linkage to resource allocation and master planning. The expectations for student learning and how the faculty and staff assess and make improvements to ensure an excellent educational environment, particularly in classroom, are delineated in Standard 4 (4.46-4.47) and are made explicit in the assessment essay and the E-series inventory forms in this interim report. Notably, the process of gathering information to understand how academic departments were linking their curricular goals, whether in a course or at the level of a major, was taken on via direct engagement with faculty to ensure that assessment was authentic and representative of regularized continuous improvement processes already in place or developing.

FOCUS AREA #2: PROVOST MODEL

“The Commission appreciates the College’s intention to move toward a provost model of academic leadership, allowing a better integration of strategic and financial planning and providing a clearer opportunity to delineate the roles of various academic administrators in support of the academic program and services for students. We note with favor the team’s observation that the College’s academic leadership is strong and widely respected, providing a solid foundation for the anticipated model. We look forward to learning, through the interim report, of the success of this arrangement to ensure that an ‘appropriate administrative structure effectively manages the institution so as to fulfill its purposes and objectives’ (3.7).” (Standard 3.7, as noted in NEASC’s response to the 2009 Decennial Accreditation Review)

The academic leadership of the College was in the process of being transitioned to a provost model at the time of the decennial review. Now several years in, we are confident that this arrangement ensures that an “appropriate administrative structure effectively manages the institution so as to fulfill its purposes and objectives” (3.7). As part of this model, several new units of the College now report to the Provost, including the Chief Information Officer, the Associate Provost for



Institutional Planning and Assessment, the Senior Associate Provost for Budget and Planning, and the Associate Provost and Academic Director for Diversity and Inclusion. These administrators, together with the Registrar, the Dean of Academic Affairs, the Dean of Faculty Affairs, and faculty representatives from each of the academic divisions and from key standing committees meet regularly as the Provost's Council. The Provost's Council has proven to be an effective forum for informing decision-making on key academic and institutional matters, ranging from budget restructuring and facilities renovation to online education.

The Provost chairs the Provost Budget Committee (PBC), responsible for institutional budget planning. Other members include the Vice President for Finance and Administration, the Senior Associate Provost for Budget and Planning, and the Dean of Students. The group works closely with the Budget Advisory Committee (BAC) and the senior staff in developing its recommendations. The Provost also now joins the Trustee Finance Committee meetings along with the Vice President for Finance and Administration.

Much of the recent work of the PBC has focused on implementing the recommendations made by a trustee-led Financial Planning Working Group (see Standard 1 below). As part of this work, the PBC convened key department heads in working sessions to identify budget saving ideas. A number of the ideas generated by these groups are now being implemented. The Provost has communicated regularly, often in partnership with the chair of the Budget Advisory Committee, to the community about the need to realign the budget to fund [*Wellesley 2025: A Plan for Campus Renewal*](#) and how it might be accomplished.

Assessment of the provost model is incorporated in the annual review that the President provides to the Trustee Compensation Committee. The President reports on progress toward goals by each divisional leader and provides an appraisal of their performance.

FOCUS AREA #3: DIVERSITY

“Finally, as noted by the team and reflected in the self-study, Wellesley has a strong and abiding commitment to diversity among its faculty, staff, and students. We take favorable note of the institution's investments of financial resources to support this aim and of the acknowledgement of challenges, including recruiting and retaining a diverse faculty and staff in an expensive location, reflecting students' evolving understanding of diversity, and supporting differences without encouraging fragmentation of the student body. We look forward to the interim report as an update on how the College continues to ‘[address] its own goals for the achievement of diversity (5.4), ‘[enroll] a student body that is broadly representative of the population the institution wishes to serve’ (6.1), and ‘[foster] an atmosphere within the institutional community that respects and supports people of diverse characteristics and backgrounds’ (11.5).” (Standards 5.4, 6.1, 11.5, as noted in NEASC's response to the 2009 Decennial Accreditation Review)

The College undertook a review of different approaches to providing institution-wide leadership to foster its commitment to a diverse campus community. A priority was to develop a culturally resonant and successful organizational structure for engaging differences as a locus of learning across the campus community. The resulting organizational structure is led by a partnership of three members of the campus community, each stemming from areas that support faculty, staff, and student diversity. The institutional approach, and modeling of collaboration across different areas to foster an integrated approach to diversity, allows us to achieve our goals for diversity among all

campus constituencies. It provides an environment that centers the core value of diversity as essential to an engaged community that fosters excellence in teaching and learning in and out of the classroom. (Standards 5.4, 6.1, 11.5) The Partnerships is coordinated by the Associate Provost and Academic Director of Diversity and Inclusion (newly appointed, see Standard 4 and 5), the Director of the Counseling Service and Interim Director of the Office of Intercultural Education, and the Assistant Vice President for Human Resources and Equal Opportunity.

The mission of the [Partnerships for Diversity and Inclusion](#) is to provide strategic leadership for the College in the areas of diversity, inclusion, and equity through engagement with organizational units and the campus community. Four strategic focus areas for this work include: 1) providing access and equity for all community members, 2) encouraging institutional approaches to advancing diversity and inclusion, 3) creating a productive and welcoming campus climate, and 4) fostering opportunities for community learning and development.

The Partnerships have gathered and reviewed cross-constituency data from various sources including the Collaborative on Academic Careers in Higher Education (COACHE) faculty satisfaction survey (see Standard 5 for results discussion), minority faculty survey, faculty focus groups, department chair focus groups, staff climate survey and focus groups, and various student and alumnae surveys. They are in the process of reviewing the data as a group for evidence in providing recommendations to senior staff to address the needs and priorities over the next several years, for each constituency and for the campus community as a whole. The College, across existing academic and co-curricular goals, will assess the structure and data related to diversity and inclusion in this new context over the next five years. We expect the assessment will range from near-term reviews of equity in experiences and outcomes of students and faculty to longer-term examination, as the Partnerships enmesh with the campus culture, to determine if this structure best supports the College's value for diversity and inclusion as essential to our mission.

The Partnerships hosted a campus-wide daylong gathering of students, faculty, union and administrative staff, and alumnae. Attendees participated in diversity and inclusion activities, including lectures and workshops held at locations across campus. An [inaugural event](#) by the Partnerships was held in Fall 2012 and was established as an all-day gathering of members across the campus community in discussions and activities such as “Acts of Inclusion” kiosks, a “Community Tree”, an “Inclusion Wall”, and a community luncheon. These set the tone for ongoing campus learning experiences, like those realized through a Lunch and Learn diversity workshop series, which is open to the entire community. Further, the Partnerships have made available a host of [resources](#), from newsletters to handouts with quick tips to address unconscious bias. (See Standard 6 for additional information on student life diversity and inclusion work.)

Standard One: Mission and Purpose

MISSION STATEMENT: To provide an excellent liberal arts education for women who will make a difference in the world.

DESCRIPTION AND APPRAISAL:

Wellesley's commitment to provide an excellent liberal arts education for women who will make a difference in the world is translated into specific objectives and ongoing planning at the College. While this is most evident in our academic planning and our student life priorities, as noted in Focus Area #1 and throughout the interim report, the mission is also a key driver in our thinking about resource allocation and financial planning. Over the past few decades, the College has not been able to fund sufficiently the critical updates and renovations needed in our buildings, which are central to the academic and residential experience of a liberal arts college. We reached a point where it was clear we needed to invest in our buildings and infrastructure, or risk jeopardizing our educational mission; and, as such, we recognized that we must ensure that our living and learning spaces are supportive of current and future faculty and student needs. This led to clarity that Wellesley needed to accelerate, in a financially sustainable way, our investment in campus buildings and facilities in order to reduce the proportion of un-renovated and sub-optimally configured space on campus, particularly our residence halls, and to renovate academic spaces in line with current and emerging educational best practices.

Achieving these goals required a careful look at the College's funding model. To that end, the President convened a small working group of trustees, faculty, and staff (the Financial Planning Working Group) to review our budget structure and to make recommendations on how to ensure that our operating budget will continue to be able to support institutional priorities and needed innovations. Maintaining access to a Wellesley education for all through a sustainable financial aid resources structure was among the range of topics addressed by the working group; the group focused on linking the communication of Wellesley's "value proposition" with the sustainability of funding and sources of revenue for the College. The Provost Budget Committee (PBC) and the Budget Advisory Committee (BAC) were key participants in these deliberations and are now working together to implement the recommendations of that working group.

PROJECTION:

A set of coordinated planning efforts—the PBC's plan for budget restructuring, [Wellesley 2025: A Plan for Campus Renewal](#), campaign development, and initiatives to sharpen and innovate throughout the academic program and co-curricular student life—provide specific priorities and goals that collectively comprise the community's understanding of the College's mission and its purposes today. We expect that these priorities and plans (see Standard Form One for detailed links and documents) will provide a solid and assessable basis upon which to evaluate the usefulness of the current mission statement over the next five years and beyond. The investments in our residential life infrastructure and programming, in addition to our venture into online non-credit course offerings via [WellesleyX](#) (see Standard 4), will allow the College to assess how excellence in the liberal arts is manifested in a variety of settings. A renewed articulation of institution-wide priorities will be shared with the community as we begin the 2014 calendar year.

Standard Two: Planning and Evaluation

Standard 2 is addressed in focus areas and throughout the Standards in a manner that speaks to Standards 2.1, 2.2, 2.3, 2.4, and 2.5. The periodic review of academic and other programs is included in Standards 4 and 6, with a plan for self-study of all academic programs delineated in the documents attached to the forms associated with Standard 2. Specific information about the structure of the College's institutional research functions, particularly in support of 2.7 and 2.8, are included in the assessment essay.

Standard Three: Organization and Governance

The Board of Trustees Governance

DESCRIPTION

In keeping with Board policy, a new Board chair was elected in May 2011 upon completion of a four-year term of service by the prior chair.

In October 2010, the Board held a retreat to set the stage for work over the subsequent three years. At that retreat, the Board approved updated bylaws that included a reduction in the maximum length of service by trustees to encourage greater renewal on the Board. Committee descriptions were largely eliminated from the bylaws, but a review of the charter of each committee was completed to clarify responsibilities, and scheduled to recur every three years. In general, the Board has seen a greater use of *ad hoc* committees over the past five years using small groups of trustees working with relevant staff to make recommendations in key areas. These committees have addressed campus renewal, restructuring of the operating budget, review of the endowment spending draw, governance of the Wellesley Centers for Women, and opportunities for revenue development with respect to the College's fringe real estate properties.

APPRAISAL

The past five years have been an active period of self-appraisal for the Board. After significant review and discussion, the Board instituted changes to the Board and Committee meetings schedule to permit greater in-depth discussions at the committee level. In addition, a standing executive session with the President has been introduced at the start of each Board meeting. The Board conducted annual reviews of the President with near universal participation and a 360-degree review was completed in May 2010 that included faculty, staff, and students. A review of the new trustee orientation process was undertaken this year. Paperless board books were initiated during 2011, resulting in some cost savings.

PROJECTION

The Board's Governance Committee will continue to think carefully about the composition and selection of new trustees as it pertains to the skills and talents that they bring to bear on campus concerns brought to the Board. In addition, the Governance Committee will monitor whether the

expanded use of *ad hoc* committees is a burden on trustee time. They will also evaluate the effectiveness of the orientation program and the restructured meeting schedule for Board members.

Faculty Governance

DESCRIPTION

Several changes have been made to the structure of Academic Council and its standing committees, the core organization of faculty governance at the College. The decennial reaccreditation report highlighted the efforts the Agenda Committee had been making to improve the functioning of Academic Council and to make discussions there more purposeful and productive. Many of the changes made in the past five years have reflected a continuation of that work.

APPRAISAL

As part of the efforts of the Agenda Committee to ensure that the committee structure is representative and effective, several new committees have been created. An Advisory Committee to the Committee on Faculty Appointments (CFA) for Faculty on Term Appointments, Instructors in Science Laboratory, and members of the Physical Education, Recreation, and Athletics (PERA) Faculty was created in 2010. This committee was created to address the lack of a formal mechanism for communication between the CFA and these groups of faculty whose appointments are being reviewed. That same year, the Advisory Committee on Technology and Library was established in recognition of the increased role of technology in teaching and the lives of faculty, staff, and students; this standing committee replaced an *ad hoc* committee. In 2012, the Committee on Financial Aid was replaced by the Committee on Admission and Financial Aid to make legislation more consistent with current committee practices and to create a more clearly defined mandate for discussing issues of policy. In 2013, Council voted to create the Environmental Sustainability Advisory Committee to replace an existing *ad hoc* advisory committee on sustainability.

The Agenda Committee sponsored a discussion at Academic Council of the “junior-faculty-first” policy relating to the appointment of faculty members to committees as well as other issues related to appointments to committees. This discussion informed the development of a survey that was later administered by the Agenda Committee.

Over the course of the past year, the Agenda Committee has focused efforts on ensuring that Council is a useful forum for productive debate. A motion was passed at a meeting of Academic Council in the fall of 2013 to charge the Agenda Committee with formulating a set of proposed alternatives to the current structure and function of Academic Council. The Agenda Committee brought forward four proposals, each designed to address concerns about low attendance at Academic Council meetings, participation by a limited number of individuals in discussions at Academic Council, and agendas dominated by items that seemed more like “housekeeping” than consideration of important matters of College policy or practice. This remains an ongoing issue for discussion at Academic Council as the Agenda Committee works to refine its recommendations. In addition to discussions at Academic Council, the Agenda Committee has been surveying the membership of Academic Council for additional feedback.

PROJECTION

Against the background of these efforts to improve the functioning of Academic Council there have been several animated discussions at Council over the last year that have surfaced tensions about governance at the College. A number of faculty members have raised the charge that the senior staff of the College is usurping decisions that fall under the purview of Academic Council. This broad concern has recently been amplified by controversy surrounding the College's partnership with a leading Chinese university, Peking University. Out of these intense debates there has emerged an important, healthy, and overdue conversation about the operation of shared governance at Wellesley and about the role (and responsibility) that today's faculty, with its higher research and professional profile, is willing to assume in the running of the College. While we may soon see changes to the organization and procedures of Academic Council, we anticipate that the larger conversation will continue over several semesters. It is increasingly clear that changes to the organization and mechanisms of Council, while important, will not be enough to address these concerns. The President and the Provost will develop a plan for addressing these issues in a thoughtful and productive way.

Staff and Student Governance

DESCRIPTION

As of the fall of 2013, the mission of Wellesley College Government (CG), the student body governance structure, is to "facilitate an active, engaged, and inclusive community and strive to represent the student voice in communication between administration, faculty, staff, and trustees." The CG Cabinet reviews its Constitution and structure annually, and recommends changes for more efficient governance to Senate and the student body for approval. The major changes in the past five years include:

1. In 2010, the Student Organizations and Appointments Committee became a Guaranteed-Percentage organization. This allows more flexibility and independence from the Senate for the committee, and relieves Senate of "housekeeping" duties regarding the regulation of student organizations and appointment of student representatives.
2. In 2011, due to differences in function, the House Presidents' Council (the body of students which oversees Residential Life issues) became a separate entity from College Government.
3. As of 2012, the House Presidents' Council/College Government liaison oversees senator action items, projects completed outside of Senate meetings.

In the 2013-2014 academic year, College Government is undergoing a large-scale Constitution Review. This includes the creation of a new mission statement and the addition of a contact person for the College Government non-discrimination policy to the duties of the Multicultural Affairs Coordinator.

The President has reduced from seven to five the number of senior administrators, responsible for major divisions, reporting directly to her. The five senior administrators are the Provost and Dean of the College, Dean of Students, Vice President for Finance and Administration, Vice President for Resources and Public Affairs, and Dean of Admission and Financial Aid. 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—department heads—to discuss managerial policy issues, which in recent years have focused significantly on budget issues. The President’s Cabinet is composed of the senior staff team along with other key administrators and meets at least once a semester for discussion of institutional issues that benefit from input from a broader participation.

The Administrative Council for staff has continued its ongoing assessment to ensure that it is a useful body for the administrative staff. A leadership development program (LDP) for administrative staff was launched and is in its second year. The goal of the program is to identify emerging leaders at the College and provide them with professional development opportunities.

APPRAISAL

During the 2012-2013 academic year, a cohort participating in the LDP was assigned the project of evaluating the effectiveness of Administrative Council and making recommendations about changes that might result in better engagement of administrative staff. The group explored the question of whether Administrative Council might be disbanded. To inform their work, the LDP group conducted a survey of administrative staff and learned that a majority of the staff view Administrative Council as valuable and would like it to be retained. The group also looked at changes made to similar bodies at comparable institutions. The recommendations of the group included: changing the name; changing the mission statement; changing meeting locations and day and time of meetings; and creating elected representatives from each division of the College. The advisory group delivered its recommendations to the President and senior staff.

PROJECTION

The senior staff will implement the recommendations that preserve the core function of Administrative Council while also responding to ways that it might better engage administrative staff.

In collaboration with Human Resources, the senior staff will develop a program to more actively engage department heads and enhance managerial training opportunities for this critical group. The College is exploring whether this program might replace the LDP program for a year or two in order to provide training and skill development to more individuals across the College. While the LDP program has been well received and successful, the College can likely only support one major professional development initiative for administrative staff at a time.

Standard 4: The Academic Program

DESCRIPTION

Wellesley College’s academic program is designed to provide our students with an excellent liberal arts education that combines exposure to a broad range of disciplines, modes of thinking and expression, and cultures with a deep understanding of a major field. The basic structure of a



Wellesley degree has remained unchanged since the last reaccreditation review: students are required to complete a minimum of 32 units of coursework, including nine “distribution” units across eight content or skill-based areas, four 300-level courses, a first-year writing course, and a major. Students must also complete a quantitative reasoning requirement, demonstrate proficiency in a foreign language, and satisfy the physical education requirement.

As of fall 2013, Wellesley College offered 35 departmental majors and 24 interdepartmental majors. With approval, students may pursue an individual major not already available within existing departments and programs. The fall enrollment at the College was 2218 full-time degree-seeking students, as of the Census Date. The graduating class in 2013 earned 604 Bachelor of Arts degrees, with the largest majors being Economics, Psychology, English, Political Science, and Biological Sciences.

Oversight of the College’s academic program begins with the Provost, who has overall responsibility for all aspects of academic life. The Dean of Academic Affairs is responsible for curricular matters and chairs the Committee on Curriculum and Academic Policy (CCAP). CCAP, with members drawn from the faculty, administration, and student body, is charged to oversee the College’s curriculum and departmental academic programs and examine questions of long-range educational policy, for consideration and approval by Academic Council. The Associate Provost and Academic Director of Diversity and Inclusion, as noted a recent addition to the administrative staff, supports the College’s diversity and inclusion priorities in the academic area.

The academic program is supported by a network of resources, including the Pforzheimer Learning and Teaching Center (PLTC), which fosters faculty excellence in teaching and provides resources to enhance students’ academic success. A program of Supplemental Instruction (SI) provides peer-facilitated academic support for students in historically difficult courses. Class deans and faculty advisors counsel students about the curriculum, course selections, and academic programs.

APPRAISAL

Wellesley College is committed “to foster[ing] a vibrant intellectual community through continual renewal of the academic program and to maintain[ing] excellence in teaching” (“Long-Term Institutional Priorities and Annual Goals 2010-2012”). Over the past five years, an Academic Planning Committee and three Task Forces (Foreign Languages, Literatures, and Cultures; the Arts; and the Sciences) were charged to develop specific recommendations to support and strengthen the academic program at the College. In 2011 the recommendations of these groups were consolidated into an overall strategy for innovation in the academic program (“An Academic Plan for Wellesley 2011-15”). Key goals of this plan include:

1. In a period of continuing budgetary challenge, we will maintain the extraordinary breadth and diversity of our curriculum.
2. We will make improved provision for curricular and pedagogical innovation (with commensurate attention to the evaluation of our innovations).

As part of this plan, the College has initiated a number of new academic ventures, including a First-Year Seminar program, a program in public speaking, support for 10 team-taught interdepartmental



courses per year, and the innovative Calderwood Seminars in Public Writing. A newly established Quantitative Analysis Institute (QAI) supports training for students and faculty in advanced quantitative skills. Institutionally, we have strengthened our academic connections to nearby Olin College and Babson College, and developed an inter-institutional “Sustainability Certificate” program. Other introductions to the curriculum include a program in engineering, with a focus on student-developed engineering solutions for the local community and in the developing world, and an intensive program of Portuguese language instruction in collaboration with MIT. Wellesley College has also joined the edX consortium, and is offering four non-credit online courses over the next two years, from history and anthropology to sociology and Shakespeare.

An essential ingredient in both new and existing academic programs is effective assessment. “Excellence in teaching” cannot simply be posited, but must be supported by evidence of student success and systematic assessment of student learning. The College has taken several steps in this direction since the last full reaccreditation report:

1. Every academic department and program has articulated clear goals for the major, published in the course catalog.
2. All departments have begun to develop discipline-appropriate evidence-based strategies for assessing teaching effectiveness, and chairs have shared best practices with others at department chairs meetings. (Examples of these strategies are included in the reflective essay, and in abbreviated form in the E-Series forms accompanying this interim report.)
3. The College appointed an Associate Provost and Academic Director of Diversity and Inclusion in 2011 to measure and enhance the success of our diverse faculty and student body.
4. The College has expanded and restructured the Office of Institutional Research (OIR). In 2012 the position of Associate Provost for Institutional Planning and Assessment was created and appointed to improve integration of data into the College’s planning process, and the office now has a renewed responsibility and structure to support departments and programs in their assessment efforts. New tools and technologies are being implemented to track enrollments, grading patterns, and student success and attrition.
5. Faculty and staff have participated in a Teagle-funded comparative study of senior theses from several peer institutions, to identify areas for improvement in honors research.
6. The PLTC has developed a program of faculty teaching mentors and an orientation program that introduces new faculty to the many resources available to support faculty and student success.
7. A Graduate Study Advisory Committee has been appointed to improve advising and support for students considering post-graduate study.

One of the key recommendations of the Academic Planning Committee was that the former Committee on Curriculum and Instruction (CCI) play a larger role in setting and evaluating academic policy, with the result that CCI was recast into CCAP. An example of this expanded role is CCAP’s

participation in evaluations of departments by external visiting committees (EVC). CCAP now meets with the department prior to the external visit to review the department's self-study of its curriculum, and then again afterward to discuss the departmental response to the EVC's evaluation and curricular recommendations. CCAP also monitors adherence to the College's grading policy, instituted in 2004 and reaffirmed twice since, to reverse a pattern of grade inflation.

PROJECTION

The College will focus on four central academic actions over the next five years:

1. *Support and assess success for our diverse student population:* Develop assessment strategies within all departments to provide the basis for improving the suite of courses offered, course content, and pedagogy, with an eye to the diversity of experiences and needs of all Wellesley students.
2. *Implement and assess academic initiatives:* Conduct reviews of recently approved programs such as "shadow grading," ethnic studies, the First-Year Seminar, writing and public speaking programs, and the breadth of language offerings. Evaluate credit hours per course and develop plans to ensure that Wellesley College's practice aligns with federal requirements.
3. *Support new methods of teaching and expand opportunities for student research:* Apply lessons from the College's participation in edX to the use of technology in the classroom and on-campus blended learning pedagogy, expand opportunities for discovery-based learning in introductory science courses, implement a broad reach of the newly-formed QAI into the curriculum, and support more opportunities for summer research for both science and non-science students.
4. *Integrate the academic and co-curricular student learning experience:* Evaluate academic advising by faculty and class deans, develop integrative learning opportunities as part of a grant from the Association of American Colleges and Universities (AAC&U) on Integrative Learning and the NASPA initiative, Civic Learning and Democratic Engagement. Tighten the connections between the academic experience and on-campus events sponsored by, for instance, the Davis Museum, Albright Institute, Freedom Project, Knapp Social Science Center, Science Center, or PERA.

Standard 5: Faculty

DESCRIPTION

This academic year Wellesley College has 355 faculty "in the ranks," i.e., faculty in charge of courses. (Another 138 individuals serve as lab instructors, language faculty, performing music instructors, and PERA faculty.) The faculty in the ranks include 118 full professors, 61 associate professors, 77 assistant professors, and 99 lecturers. Fifty-eight percent of the faculty are female and 42% are male, though these percentages vary by rank. Fifty percent of the full professors, 49% of the associate professors, 65% of the assistant professors, and 68% of the lecturers are female. Additionally, 24.2%



of the Wellesley faculty are people of color (Hispanic, Asian, Black, or multiracial), 74.1% are white, 5.4% are international, and 1.7% are of unknown race/ethnicity.

The great majority of Wellesley's faculty members (over 83%) are full-time at the College. Even those faculty members who are part-time (which include faculty phasing into retirement and faculty who have elected part-time status) are mostly benefits-eligible members of the community who are teaching more than half time. Only 18 people (or 0.5% of the faculty) are less than half-time.

The size of the Wellesley faculty enables us to offer a rich curriculum in generally small classes. The student-to-faculty ratio is 7:1. This fall, 73% of our classes have 19 or fewer students and another 22% have between 20 and 29. The largest class has 60 and only two others have over 40 students.

Faculty governance remains a central value, and faculty members play a significant role in the administration of the college. The Provost is a full professor in the History Department, the Dean of Academic Affairs and the Dean of Faculty Affairs, who assist him in the Provost's Office and to whom the academic departments report, are both full professors in academic departments (Astronomy and English respectively). Each academic building area (arts, humanities, social science, and science) has an appointed director who is a senior member of the faculty and who works closely with the deans and sits on the Provost's Council. The work of the learning and teaching center (the PLTC) that provides support to faculty is co-directed by a faculty member and a student life staff member. The Associate Provost and Academic Director of Diversity and Inclusion works closely with that center, and also holds a faculty appointment in the Department of Education. To strengthen ties between faculty and administration, the Director of the Wellesley Centers for Women, appointed in April 2012, was given an academic appointment in the Africana Studies Department.

Research and teaching standards are both high—and if anything are rising. Wellesley College faculty publish at an impressive rate, typically more than 100 articles and a dozen books each year, and many are successful in winning grant support for their research. In 2012-13, faculty were awarded grant support from the National Institutes of Health, the National Science Foundation, the Woodrow Wilson Fellowship Foundation, the National Endowment for the Humanities, the Massachusetts Cultural Council, the Andrew W. Mellon Foundation, the William and Flora Hewlett Foundation, the Alfred P. Sloan Foundation, and many other national and international grant-giving organizations. Fully paid sabbaticals (one semester after three years, one year after six years of full-time teaching) require a vigorous attempt to gain grant support (defined as three applications).

The expectation that all tenured and tenure-track faculty are engaged in producing original knowledge in their fields is widely endorsed and met across the faculty. Many of our faculty on tenure-ineligible lines also conduct original research, and a program initiated six years ago to make available (on a competitive basis) a limited number of professional leaves for this category of faculty has resulted in six professional development leaves for continuing lecturers.

Faculty increasingly make research opportunities available to students, and summer research programs involving students working together with faculty run every summer in the Science and Social Science Centers. Students have been co-authors with faculty members in many departments, even in fields like Mathematics and Philosophy where undergraduate publication is unusual. For



example, Alex Diesl, an assistant professor in Mathematics, currently has an article under submission with two student collaborators. Philosophy professor Mary Kate McGowan worked with three student co-authors on a study that recently appeared in the journal *Hypatia* and with two other student co-authors on an article for the journal *Philosophy*. Student collaborations with faculty in fields such as Biology, Psychology, and Neuroscience are widespread. Our Chemistry department requires every major to have a research experience before graduation.

Appointments, reappointments, and promotions rules and procedures are described in two different locations on our website—in Articles IX, X, and XI of College legislation (<http://www.wellesley.edu/provost/articlesgov>) and in a series of Guidelines and Checklists developed to provide more accessible and practical help as faculty in the different categories of appointment make their way through the various legislated process (<http://www.wellesley.edu/provost/committees/cfa>). Within the past year, all of these Guidelines and Checklists have been revised in consultation with the various groups affected. Two committees of Academic Council—the Advisory Committee to the Committee on Faculty Appointment/Tenure Track (ACCFA-TT) and the Advisory Committee to the Committee on Faculty Appointment/Faculty on Term Appointments, Instructors in Science Laboratory, and Physical Education, Recreation and Athletics (ACCFA-FIP)—contributed to vetting and finalizing these revisions. It has been just over five years since the appointment structures of our non-tenure-track colleagues were regularized, and the experience we have gained in implementing new policies for this group of colleagues is now reflected in the updated Guidelines.

Despite variation in appointment categories, viewpoints, and in disciplinary and personal background, the faculty of Wellesley College work together with a unity of purpose and mutual respect that derives from an unusually coherent and unwavering commitment to the College's mission to educate women who will make a difference in the world. All tenure-eligible faculty are voting members of Academic Council, as are all full-time and regular part-time faculty members after their second year. All of these faculty are eligible for service on Academic Council committees. All are protected by the College's strong commitment to the principles of academic freedom. Recent discussions of the College's governance structure, including a faculty survey, have confirmed the value that the faculty place on this democratic governance structure.

APPRAISAL

As the above discussion indicates, Wellesley has now fully implemented the regularization of non-tenure-track appointments first described five years ago. We now possess a single and well-integrated system of evaluating all of our faculty (from lecturers through full professors) at the fourth year and beyond through review by the CFA, and all faculty, half-time and greater, are fully benefits-eligible (i.e., eligible for the same generous medical insurance, medical leave, and parental leave benefits). The effect of this regularization on the morale of this group of faculty has been significant.

The goal of diversifying the Wellesley College faculty remains a high priority, though we also continue to face challenges in hiring and retaining faculty. Retention is a source of particular concern. From 2008 to 2013, 63 tenure-track faculty were hired, of whom 19 (or 30%) were people

of color. Five of those 63 faculty members have left the College, 4 (or 80%) of whom are people of color. Challenges are of two primary kinds: the barriers of staying at the College (including cost of living and work-family issues like the “two body” problem); and those faculty who fail to make it through the reviews required for reappointment and tenure. In the past five years, we have faced both of these challenges.

In the summer of 2011, the College created a new position, partly designed to help us study and address such difficulties: the Associate Provost and Academic Director of Diversity and Inclusion. Robbin Chapman has a strong background in educational theory and leadership and has strengthened the role played by diversity liaisons on departmental search committees. She meets individually with departments that are currently searching and also with those who may have positions in the near term to build a pipeline of candidates. These initiatives assist with recruitment, but that is only part of the Associate Provost’s job. She also consults closely with the deans who work with the academic departments to understand and evaluate challenges faced by underrepresented groups and offers workshops to faculty members on professional development to support retention. Although the Associate Provost is appointed on the academic side of the institution, her position is designed to require regular collaboration with counterparts in Student Life and in Human Resources to strengthen the institution-wide commitment to diversity via the Partnerships for Diversity and Inclusion.

We continued to monitor faculty satisfaction through our participation in the COACHE survey in 2012. Sixty-two percent of our tenure-track faculty, both junior and senior, completed this most recent survey, and their responses were encouraging in many areas, while troubling in some others. As in past surveys, our faculty are very satisfied with the many of the College’s policies and practices (like our sabbatical and parental leave policies). The College received mixed marks for mentoring efforts, with male faculty expressing the most satisfaction. All faculty, however, value their own mentoring experiences. Compared to the last time we participated in the survey in 2007, the understanding and acceptance of standards for tenure had improved. In the most recent survey, criteria for tenure (and promotion) were regarded as both reasonable and clear. (Of some concern, however, is that women faculty are more likely than men to question the clarity and reasonableness of these criteria.) The results of the 2012 survey have been widely communicated on campus and discussed with relevant groups and committees (including department chairs, the CFA, and the ACCFA-TT).

The COACHE survey also revealed faculty members have concerns about access to and responsiveness of leadership at all levels of the College—both at the department and the administration levels. These concerns have also emerged in discussions brought to Academic Council about the College’s governance structures—specifically about whether Academic Council is the right body to continue to carry forward the College’s strong tradition of internal governance (attendance has diminished over recent years) and whether the appropriate chair of Academic Council should be the President as is currently legislated or an elected faculty member. Discussions about these issues of governance are lively and ongoing.

We also continue to focus on several other issues of continuing interest to faculty groups. Wellesley offers highly competitive salaries, generally meeting our benchmark of 105% compared with 16 peer



institutions. In the most recent (2013) AAUP survey of salaries, Wellesley topped the list of baccalaureate liberal arts institutions. We also continue to monitor pay equity for men and women. As in 2007, men continue to out-earn women slightly at the full professor rank (where women earn 92% of the salaries earned by men) and at the assistant professor rank (where women earn 99% of men); at the associate professor rank, women are paid slightly more than men (101%). We believe that this continuing though small disparity in compensation is due to patterns of promotion and retirement. Over the past three years, for example, seven women and one man have been promoted from associate to full professor; the lower salaries earned at the beginning full level likely account for the overall lower salaries of women at this level, as over the same time period the merit scores of women full professors have been comparable to (in fact just slightly higher than) those of their male counterparts. The area of pay equity, however, is one that we will continue to study.

Pay equity, especially at the full professor level, has become an issue of more significant consequence since, as our 2007 report projected, we have increased the merit award for full professors and long-term associate professors (after the eighth year). Less of any individual's salary increase is now automatic, and the amount of the merit award has also increased in real terms. These changes enable the President and her Advisory Committee on Merit to provide significant, tangible recognition to high performing faculty members. Although extending such incentives to associate professors who are not yet eligible for promotion has been discussed, we have not yet reached faculty consensus on this question. The associate professor rank has been the topic of much campus discussion over the past two years. Another way to address the compensation issues for associates would be to provide alternate paths to promotion to full professor, since the number of long-term associate professors remains a concern. (We currently have 18 faculty who are in their eighth year in rank or longer and have not been promoted to full professor.) A plan to create such a path was discussed at faculty meetings in 2011-12 and 2012-13, but did not gather sufficient support to bring it forward to a full vote of the faculty.

Equally as important as research to our faculty is teaching, which is considered on a par with research in the reappointment, tenure, and promotion reviews. Wellesley students are very happy with their faculty, as their responses to senior surveys attest. This past year, for example, 72% were "very satisfied" with the quality of instruction in their major and another 26% were "generally satisfied," and, similarly, 73% were "very satisfied" with faculty helpfulness outside the classroom with another 23% "generally satisfied." One of the most prestigious honors on campus is the annual Pinanski Teaching Prize, in recognition of excellent teaching across the curriculum. Awarded at Commencement, the Pinanski Prize invites students, faculty, and staff, to submit nominations that are considered by the selection committee.

In 2007, we mentioned that proposals for experimental teaching had declined, signaling a possible reduction of interest in teaching innovation. At the same time, we saw in the most recent COACHE survey that some faculty members felt frustrated by a shortage of interdisciplinary and team-teaching opportunities. Resources have therefore been directed to support team-teaching and interdisciplinary experiments. A three-year pilot program, coordinated through the Educational Research and Development Committee (ER&D), has over the past two years supported 20 team-taught courses. Courses within this program have been taught in all major disciplinary areas—from the arts and

humanities (Music and English), to the arts and Social Sciences (Art and Anthropology), to the Sciences and technology (Environmental Studies and IT). This initiative also encourages alternative forms of student evaluation. Not only will the pilot courses themselves be the subject of continuing review, the experimental course evaluations will also be an area of study, given the unease with the College's SEQs that was registered in our 2007 report.

In addition to maintaining high standards of teaching, the College remains concerned about the effectiveness of our advising system. We have now fully transitioned to an advising system for first-year students in which almost all faculty participate. The instructors of their first-year writing courses or first-year seminars advise some students; others are matched with faculty members with similar interests. Our current appraisal indicates that this system provides both a better distribution of advising service among faculty and a more fruitful engagement of students with their advisors.

Another continuing area of interest and discussion for the faculty is the role of service. Concerns take a variety of forms. Fifty-five percent of the tenure-eligible faculty contributed to a survey on service conducted by the Agenda Committee in 2010-11, which revealed some concern that women and minority faculty (at certain ranks) carry a relatively high service burden. The survey also reflected a desire for more assurance that service is valued appropriately in appointment, promotion, and merit decisions. These results were discussed with the CFA, which has clarified the role of service for junior faculty in an annual letter. Additional work remains to be done. Certain committees of Academic Council—most dramatically the CFA—require service well beyond other committee assignments, so much so that some faculty members have lobbied against their own election. In 2012-13, the Agenda Committee brought a suite of proposals to Academic Council to alleviate this problem, one of which—an extension from four to nine years in the time required between appointments to the CFA—was passed in spring 2013. The other parts of this proposal, e.g. released time from teaching, were controversial and will need to be revised and revisited.

One category of faculty members has not yet been mentioned—our emeriti colleagues. In 2012, Wellesley won an award from the Alfred P. Sloan Foundation for innovative practices in support of emeriti faculty. This award was chiefly due to the efforts of a group of emeriti faculty who had formed a steering committee and were both advocating for clearer policies from the College and also producing their own newsletters, programming, and white papers on various issues of concern to their retired colleagues. The resources provided by the Sloan award have enabled Wellesley to strengthen our support to emeriti faculty by developing a dedicated emeriti web portal and also by providing additional resources to support institutional memberships, programming, and town-gown collaborations.

PROJECTION

Wellesley College enjoys a tradition of excellence on many fronts. One of our greatest assets is our faculty. Our financial resources have historically made it possible for us to offer a highly competitive compensation package to our faculty members while still moderating tuition increases and maintaining one of the most generous financial aid programs in the country.

But financial challenges continue to grow, and we need to look for ways to leverage our resources to maintain our advantages as we strive to recruit and retain the best faculty. We face particular



challenges due to our location in a very expensive region of the country. These challenges affect the maintenance of our stock of rental housing for faculty members and the faculty mortgage program, as well as child-care expenses at our on-campus daycare center. We are also challenged to support faculty research through annual awards and the creation of research space, especially in the sciences.

These efforts will require us to continue to review our success in the following areas in order to ensure that our investments of resources are aligned both with our priorities and with initiatives that demonstrate success in achieving those priorities:

1. Hiring and retaining an excellent and diverse faculty;
2. Maintaining and improving the morale of the faculty;
3. Strengthening the governance processes of the College so that all faculty feel that their voices are heard at the highest levels of the institution;
4. Ensuring that faculty compensation is supported to the best of the College's ability and that equity issues within faculty compensation are monitored and addressed as appropriate at all ranks and for both men and women;
5. Continuing to provide opportunities for the faculty to develop their creativity and productivity both as teachers and as scholars;
6. Supporting faculty members across their entire lifetime association with the College, up to and into retirement.

Standard 6: Students

Admissions

DESCRIPTION AND APPRAISAL

In the years following the self-study of 2009, Wellesley College has met or exceeded all goals related to admission and enrollment. As noted in the self-study, 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. Implementation of specific recommendations from the admission market study, completed just prior to the 2009 self-study (e.g., enhanced web presence; clear and consistent language regarding affordability, academic excellence, diversity, and outcomes), have contributed to Wellesley's success in achieving the projections outlined in 2009. Since then, applications for admission to Wellesley have increased by 14 percent. 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 2065 in 2009 to 2118 in 2013. Fifty-one percent of the enrolling class is ALANA (African American, Latina, Asian American and Native American), as compared to 38% in the fall of 2009.

Further, the College's continued commitment to need-blind admission and meeting the full demonstrated need of all eligible students with an enhanced financial aid packaging policy, implemented in 2008, supports the achievement of institutional goals of excellence, access, and affordability. A fall 2011 analysis of the impact of the policy change of 2008 identified success along key indicators: quality, diversity, reputation, and institutional position. Even with the impact of the



economic downturn in 2009-10, the College has experienced stable financial aid patterns. In an increasingly competitive market, changes to the financial aid policy have contributed to supporting minority student enrollment and a strong and consistent overall yield rate, as well as keeping debt levels low, accomplishing the goal of addressing student and family concerns regarding increasing college costs and indebtedness.

ADMISSIONS PROJECTION

For the next five years, our goals are as follows:

- Expand successful programming and outreach efforts aimed at critical and influential intermediaries (e.g., parents, high school counselors, community-based organizations). Identify funding sources to sustain successful programming for guidance counselors.
- Implement a strategic communication plan for our recently developed tuition estimator, [My inTuition](#), to maximize outreach, expand demographic diversity of applicant pool, and increase transparency for students and families.
- With the implementation of “responsive design” of our viewbook, [The Wellesley 100](#), we are transitioning away from print material to more engaging, electronic publications, short videos, and robust electronic communication plan.
- Collaborate with Public Affairs to more clearly define and articulate the College’s social media presence and strategy.
- With related College committees of governance (Board of Admission, Committee on Admission and Financial Aid, Trustee Committee on Admission and Financial Aid), assess admission and financial aid policies and programs to ensure that Wellesley meets competitive challenges and standards of good practice as well as provide guidance to the President on matters of critical importance, specifically:
 - The impact of the Supreme Court ruling on use of affirmative action in admission.
 - The impact of financial aid policies to support enrollment goals related to excellence and diversity.
- Through the work of the Enrollment Committee, improve the College’s ability to predict tuition revenue and to provide sufficient funds for financial aid, including specific revenue for residents and non-residents as different categories.
- Operationalize the model for projection of financial aid grant expenses and net tuition revenue in the short and longer term, providing critical information to key institutional budget planning groups.
- Pursue a more integrated and strategic approach to enrollment management, involving the Dean of Admission and Financial Aid, the Dean of Students, and the Vice President for Finance and Administration, moving beyond setting targets based upon budgetary needs.

Student Services

DESCRIPTION

The Division of Student Life developed and adopted a set of core values to supplement its mission statement that was written prior to the last NEASC decennial review (see Assessment Essay). These values provide additional guidance when determining divisional and departmental priorities and goals. The division has been and continues to be challenged, like all areas of the College, by budget and staff reductions in recent years, and the values will be important for making future choices.

Several offices in the division have changed in either organization and/or function. A new Office of Intercultural Education provides all students with programs and services related to diversity and inclusion, and unites previously independent offices that supported students of Latina, Asian, and African descent, and LGBTQ students. The Office of Student Involvement has replaced the Office of Student Activities and has a more defined role in developing student leadership. Finally, the Student Housing Office, which was part of Auxiliary Services, is now part of the Office of Residential Life.

The division now has two leadership structures. The Student Life Dean's Cabinet, which is composed of senior directors, was formed to enhance our strategic planning process and advise the Dean on divisional issues such as budget and staffing. The membership of the previously existing Directors' Group has been redefined as directors of small departments and associate directors of larger departments. It serves as a forum for interdepartmental discussion about policies and collaborative programming.

APPRAISAL

As part of the ongoing assessment in the Division of Student Life, external reviews of the Office of Student Involvement, Center for Work and Service, and LGBTQ Programs were conducted, and many of the recommendations were the bases for new initiatives and staffing structures in the division. The [Initiative for Diversity and Inclusion for Students](#) provided assessment of services and staff structures and guided changes in the division. Finally, a grant from Bringing Theory to Practice and participation in the NASPA initiative on Civic Learning and Democratic Engagement led to assessment of students' civic engagement and its relationship to wellbeing and academic engagement. The division focused on several key areas related to the newly adopted divisional values and the College's priorities.

Student Leadership:

- The Office of Student Activities became the Office of Student Involvement and added a second staff member to provide increased support to student clubs and organizations.
- The Center for Work and Service established a new service council to provide training for the presidents of all service organizations and encourage more collaborative programming.

- Centralized leadership program for student leaders who are mentors and resources for the first-year class expanded to include athletic team captains and peer mentors for international students, and was revised to allow students to choose among workshops on areas of interest.
- [Blueprint for Leadership](#), a new program for first-year and sophomore students, introduced participants to the concept of value-based leadership.
- The Albright Institute has become a highly competitive program that combines seminars on global issues by faculty and leading practitioners with global summer internships.

Diversity and Inclusion:

- The [Initiative for Diversity and Inclusion for Students](#) resulted in the creation of the Office of Intercultural Education (OICE) and new roles and responsibilities for the cultural advisors.
- Recent diversity programs have extended programming beyond race, ethnicity, and sexual orientation to include social class as well as concerns and issues of first generation college students.
- A multicultural space was created for student programming.

Residence Life:

- Principles were created for the residential program that will guide future hall renovations and commit the College to multi-year housing, greater living options for upper-class students, and communities at multiple levels including the floor, hall, and neighborhood.
- The move of the Office of Student Housing refocused the process of student room assignments from generating revenue to fostering community and student growth.

Student Wellness:

- Health Services, the Stone Center, and Physical Education, Recreation and Athletics collaborated on a common wellness definition and principles to guide future programming and education.
- Redefined new health education positions in the Health Service and the Stone Center, and increased support to student organizations and outreach and programming for all students.
- Increased attention to sexual assault included the creation of a [student-to-student sexual misconduct policy](#) and disciplinary procedures, and workshops for student leaders, first-year students, and staff members.
- Participation in the National College Health Improvement Program: Learning Collaborative on High Risk Drinking led to a multi-constituency task force, significant drop in transports due to intoxication, and implementation of an alcohol policy following best practices.

Transition to college:

- Improved communication with entering classes through an online checklist linked to social media, including pre-registration for first-year writing and seminars, enhanced entry into the academic experience.
- WellesleyPlus program for first-generation college students expanded to full year, including participation in First-Year Seminars.
- New supervisory model for First-Year Mentors enhanced coordination of support to new students.

Technology:

- New online checklists and portal helped new and returning students accomplish required tasks.
- Center for Work and Service used social media and online tools to provide stronger career and service advising and workshops.
- Online application for student leadership positions eased application process and supported stronger training and coordination of their work.
- Online databases for tracking students of concern and alcohol incidents better coordinated support for affected students.

STUDENT SERVICES PROJECTION

Key transitions occurred in the leadership of the division when the Associate Dean of Students and the Dean of Religious and Spiritual Life resigned during fall 2013. Vacancies in two major positions provide a moment to pause and assess the staffing structure of the division. The goal is to identify the structure that will best meet the future needs of students and the College.

The Division of Student Life has adopted a set of goals that are derived from the mission and values of the division and current needs on campus and will serve as guidelines for all departments in their planning and implementation. At the end of FY16, progress on the goals will be evaluated to determine if revision or rewriting of the goals should take place.

Goal 1: Promoting Citizenship—Wellesley’s Student Life programs will emphasize a defined core set of citizenship qualities, designed to help students develop the skills of membership and leadership that will help them flourish within a diverse and inclusive community, and are clearly related to the College’s mission and values, e.g., focus on something greater than yourself, *incipit vita nova*, the honor code, and developing intercultural competencies.

Goal 2: Promoting Wellness—Division programs will address the culture of stress by focusing on developing a new “normal” that actualizes wellness/balance opportunities and encourages exploration and creativity across the range of student experiences. In particular, we intend to take advantage of the College’s new shadow grading policy to develop an understanding of wellness and balance, as connected to academic experiences.

Goal 3: Promoting Partnership—The division will become a role model for the process and value of building partnerships across departments, divisions, and institutions. The division should inspire students, staff, and faculty to engage in partnerships.

Goal 4: Telling Our Story—The division’s and each department’s hallmark services and achievements, including our day-to-day work of providing essential student services (counseling, health care, advising, tutoring, etc.), will be known internally and externally, will be a source of respect, and will demonstrate how the division is integrated into the overall mission of the College.



Standard 7: Library and Other Information Resources

DESCRIPTION

Wellesley is an early adopter of the merged library and information technology services that are uniquely positioned to deliver services efficiently in this digital age. The College hired a new Chief Information Officer in November 2010 with a clear mandate to realign resources and deliver both library and technology services on par with some of the leading institutions in higher education. The faculty also voted to create a governance committee to help accomplish these goals in December 2010, called the Advisory Committee on Library and Technology Policy (ACLTP). A major reorganization—including renaming the organization to Library and Technology Services (LTS)—followed immediately thereafter with a clear set of short-term goals, which emphasized service delivery in support of the academic mission of the College. The service delivery model was changed significantly to increase support for faculty as well as classroom technologies. More oversight was brought to the budget, and it was rebalanced to reflect LTS’s goals; with the help of the budget office, LTS created a capital budget for the department. During the spring semester of 2012, LTS led a campus-wide conversation, “[Liberal Arts Learning in the Digital Age](#),” to learn about the current and future needs of faculty and students, resulting in a [strategic plan](#) for LTS. The College believes these changes have resulted in a highly efficient organization focused on excellent service delivery to the entire campus community, and that LTS has become a leader among our peer institutions in a short period of time.

APPRAISAL

Library and Information Resources

The College has a very agile acquisition strategy that takes into account emerging trends in the use of electronic resources (journals, databases, books, music, and video) and patron-driven acquisition. The acquisitions budget, based on normalized metrics such as expenses per student or faculty, is reasonably high in comparison to our peers according to Oberlin Group annual data survey. In 2009, 67% of acquisition funds was spent on serials (continuing commitments) while 33% was spent on monographs (one-time purchases). In 2013, 79% of the acquisitions budget was dedicated to serials; monographs funds were budgeted at 21%. LTS has a highly consultative and transparent process to help manage the acquisitions. The department consults with ACLTP and faculty to help rebalance the journal subscriptions by sharing detailed usage metrics on current subscriptions.

While the College has seen a significant decline (almost 50%) in library circulation, we have seen an upsurge in the use of rare and unique holdings of the library, and an ever-increasing numbers of academic classes using Special Collections, the Archives, and the Book Arts Laboratory. Credit-bearing courses are taught by the Curator of Special Collections and the Book Arts Program Director through the Art Department.

The library continues to build its digital content through acquisition as well as digitization of local holdings, including out-of-copyright publications scanned through the Open Content Alliance and made accessible through the Internet Archive. In addition, digitization of local holdings, including historical publications, archival records, and manuscripts, is a growing effort. Recent projects include

an ongoing partnership with Baylor University to digitize and provide access to the Elizabeth Barrett and Robert Browning manuscript letters.

The College voted to adopt Open Access legislation in February 2013 and helped establish a faculty-led Scholarly Communications Group to promote open access across the campus. An institutional repository was implemented in March of 2011 and LTS worked with various campus governance committees to maintain only the digital versions of undergraduate honors theses in the repository.

Instructional & Research Support and Training

The number of instruction sessions provided by LTS has continued to increase to nearly 300 annually. These sessions offer students an introduction to and support for information and technology literacies. Our data show we consistently teach more “new” or “significantly revised” course-integrated workshops than in the past. Research consultations have increased more than 30% over the previous few years, following increased outreach to faculty and students. In addition, LTS staff are teaching an increasing number of credit-bearing courses (three to four per year) including new courses in Environmental Studies, Quantitative Reasoning, and Economics.

Over the last five years the College has completed significant upgrades in course support technologies. We moved from FirstClass to Sakai and GoogleApps for Education as our main Learning Management System options. With LTS consultation available upon request, faculty have the option to choose features of either/both tools that best match their teaching goals and instruction styles. We implemented Kaltura, WordPress Blogs, ArtSTOR’s SharedShelf, and MediaThread as options for incorporating an increasing amount of digital text, images, audio, and video into course sites. Our collection of available media equipment (tablet, recording, playback, and mapping devices) has grown to support teaching and research, including full-semester, course-based loans for students; a budget has been put in place for the maintenance and growth of this collection. Faculty who want to pilot new technologies in their courses are supported with the necessary resources.

We have launched a digital scholarship initiative this year, specifically to help faculty in the humanities and social sciences use open source tools to support their teaching and research. We have several projects that are under way, ranging from digitization and annotation of letters from our special collections, to documenting the time evolution of commerce in the Indian Ocean for a course in the History Department.

Our faculty development partnership with the Pforzheimer Learning and Teaching Center (PLTC) continues to provide multiple learning opportunities each semester for interested faculty members. We now provide Lynda.com accounts to faculty, staff, and students interested in learning new technical skills.

Staffing

A staff reorganization increased integration of LTS support for faculty and students. Instruction, consultations, and just-in-time service are now coordinated, allowing the department to reach a broader audience of faculty and students. Faculty looking for services can simply contact their

preferred staff liaison who will connect them with any LTS service, eliminating the need for faculty members to determine whether their needs require an information or technology specialist.

Given the increase in use of multimedia and data in coursework and research, we created four new positions to support learning and research involving image/audio/video and quantitative/spatial data (Instructional Technologist for Multimedia, Instructional Technologist for Data and Mapping, Manager of Digital Scholarship Initiatives, and the Guthman Director of the Quantitative Analysis Institute). These specialists work to increase cross-curricular literacy skills in students and the use of related tools in instruction while supporting advanced students and faculty in their areas of specialty. Two of these positions, the Manager for Digital Scholarship Initiatives and the Guthman Director of the Quantitative Analysis Institute, involve major new initiatives that encourage and support the expanded use of technology and data-enabled teaching, learning, and research.

Merging the systems and network infrastructure staff with the computing and media support staff formalized a long-standing partnership between frontline support and backroom operations staff. The reorganized team is now co-located to support a highly coordinated, community-focused response to problems and new initiatives alike.

Administrative Efficiencies

The College's strategy to move toward open source software and to the cloud has served us tremendously well. We moved to GoogleApps for Education during the fall of 2012. Sakai, our Learning Management System, is hosted, as are a few other systems; we are constantly looking at ways to move services to the cloud when appropriate. We adopted the Content Management System Drupal to manage and easily update the College's website, which has resulted in a more vibrant and accurate website.

Wellesley has developed an open source based framework for programming that helps us deliver solutions to the College community quickly with a consistent look and feel. We have been successful in moving several paper-based or email-based, highly inefficient systems to this framework. The scheduling of classes and automated classroom assignments is a fully web-based solution that LTS developed for the Registrar's Office. LTS also developed applications for the Provost's Office that simplify the collection of administrative data for faculty, and together with Human Resources, LTS developed an employee benefits portal for open enrollment that has won praise from faculty and staff.

The department also helped implement data warehouses for student and finance data that use modern business intelligence tools to easily explore data in new ways. During this process, LTS formed a committee to oversee the development of institutional data definitions as well as institutional policies on data access.

PROJECTION

Our operational theme for the past three years has been to align the organization of LTS with the mission of the College and fiscal discipline. We have demonstrated the importance of strong performance management, goal setting, and data-driven decision-making. These areas have been key

to the department's success and this year, the senior LTS managers have been asked to prepare a balanced scorecard for measuring how well each group is meeting the goals or exceeding them in relation to the department's strategic plan. This scorecard will be used as a metric to evaluate collective performance.

LTS encourages professional development and has a program that asks staff to take two hours a week to "explore what they like" with the hope that this will result in new and creative ideas. LTS staff has used this time to take a MOOC, or annotate digitized civil war letters, or set up a weather station on campus. The department plans to support professional development and monitor its benefits.

LTS has launched a discussion on the "Future of the Library" with ACLTP that will help prepare the strategy for the library by the summer of 2014. The department is also in the early stages of creating a blueprint for an "Academic Commons" as well as redoing collections management including offsite storage.

Wellesley has a strong financial plan for the next five years that recognizes the changing landscape of computing in higher education and the need to increase advanced technology support for teaching and research.

Standard 8: Physical and Technological Resources

Physical Resources

DESCRIPTION

The historic Wellesley College campus is like no other in the nation, and an outstanding resource actively used in myriad ways for the education of our students. The 500 landscaped acres provide the setting for 2.5 million square feet of built space with a replacement value of more than \$1.3 billion. Over 60% of our buildings have not been substantially renovated in more than 50 years and represent a significant institutional investment need.

APPRAISAL

The campus has benefited for much of the last century from our outstanding building inventory. Our buildings have served not only their original purpose, but have either met fundamental evolutions in the nature of their original purpose or taken on entirely new roles in the life of the College. But many of our building components and particularly the mechanical, electrical, and plumbing systems have begun to reach or been extended beyond their useful life, and the cost to keep them operating keeps climbing. Perhaps of even greater concern, many of our buildings now underserve the programs using them.

The College has worked to understand the implications of, and develop a strategic response to, our Comprehensive Facilities Plan, which was completed in 2007 and outlined \$500 million in needed renovations to significant portions of our campus. That plan confirmed that Wellesley enjoys space

per student that is on par with any of the most outstanding schools in the nation. It concluded that investment in existing facilities was not only necessary, but would be the most sustainable and effective use of capital resources. Yet it became clear that many of the urgent renovations identified from a facilities management perspective would not be prudent without first clarifying long-term programmatic objectives and needs, particularly those related to academic and residential life.

In 2010, the President established a task force to develop such a program, and to marry it with the College's response to the earlier facilities plan. The College evaluated building utilization and explored renovation strategies. Ongoing and newly initiated programmatic planning in academic, library, residential, student affairs, and athletics areas provided the context in which to explore exactly how we would respond to the need over a longer horizon. That work resulted in a broad-based, multi-constituent planning process exploring needs in five areas: Arts and Media, Humanities, Science and the Environment, the Student Residential Experience, and Wellness & Sports. Developed simultaneously, these five planning efforts were subsequently knitted together into a consolidated program plan. [*Wellesley 2025: A Plan for Campus Renewal*](#) (W2025) represents a commitment of more than \$365 million in the base plan, and as much as \$550 million in the comprehensive versions, over the next decade to address urgent facilities needs while ensuring that key College program areas are supported by spaces that will meet their needs for decades to come.

W2025 will provide comprehensive renovations to more than 400,000 square feet (16%) of the campus. Highlights include: creation of a new student services office area inside an existing empty building; complete renovation of the existing studio arts facilities and the addition of 12,000 square feet of art and music teaching space; complete renovations of three residence halls; the creation of a new 319-seat student dining facility which will allow the closure of two other less efficient spaces; renovations to a second student dining facility; complete renovation of the 100,000-square foot lab wing of the science facility including the closure of the science library and redeployment of that space for the creation of 12 new labs, 10 new offices and expanded vivarium space; replacement of the field house; upgrades to existing health and counseling facilities; and renovations to existing humanities space to adequately house all faculty and enhance existing classroom spaces.

W2025 will accelerate ongoing efforts to make the campus more accessible for all. This capital program will also realize important sustainability priorities, including reducing utility consumption, optimizing use of existing built resources, and reducing use of natural resources.

All the while, the College has continued its regular work to address important building and system needs across campus at locations and in a fashion that would not be impacted or made redundant by to any long-term strategic rethinking of the campus buildings. Key recent academic renovations include complete renovations of Alumnae Hall (home of our theatre program and the largest seated gathering space on campus) and the Whittier Observatory. These renovations were the first since their construction, 80 and 100 years ago respectively. Significant exterior envelope repairs and roof replacements were conducted at many of the iconic buildings on campus, including the Science Center, Jewett Arts Center, Pendleton Hall, Green Hall, Founders Hall, and four residence halls: Claflin Hall, Severance Hall, Stone-Davis Hall, and Tower Court. More than \$25 million was invested in upgrading electrical, steam, and chilled water distribution infrastructure. Major overhauls have been conducted on four of our five co-generation engines. Residential bathroom upgrades

were completed in Beebe Hall, Cazenove Hall, Pomeroy Hall, and Shafer Hall. A major kitchen and dining upgrade was completed in Tower Court.

Throughout the difficult financial challenges of the last five years, the College has continued to make investments in renewal and replacement, although to date it has not yet been able to increase this funding in the operating budget beyond approximately \$5-6 million per year in major maintenance. By contrast, depreciation expense, which is one common rule of thumb for the amount of funding that must be reinvested in renewing the campus each year, is nearly \$16 million.

A Director of Sustainability role was established in 2009 and the College has just implemented a new standing committee of Academic Council for sustainability that will continue to expand the role of sustainable thinking in the curriculum as well as historical areas of focus in energy use, waste management, water consumption, and the landscape. This new committee's guidance will be an essential part of the planning for all W2025 projects.

PHYSICAL RESOURCES PROJECTION

The commitment to W2025 represents a clear map for investment in key building and program areas. Significant pressure exists to realize the resources necessary to fund this plan, and to do so without destabilizing necessary investments elsewhere in the College for the academic program, financial aid, and the many other non-physical priorities of the College. The Vice President for Finance and Administration, together with the Provost, are charged with monitoring the funding of the capital plan so that “uses” do not exceed “sources” over the life of the renewal plan.

This investment represents the single largest commitment of its kind in a century at Wellesley, and we are confident it will move the College significantly forward in reducing facilities deferral and advancing key program areas. It is essential that this major, multi-year renovation program be accomplished on time and on budget, and that each of the individual projects deliver the required scope and program. Given that this investment is several times the scale of capital renewal at Wellesley in recent years, the new Vice President for Finance and Administration led an external review of the College's ability and resources to successfully implement this ambitious plan. Based on this assessment, changes to the College's governance for capital projects, and the management of the overall renewal program, are being implemented starting in calendar year 2014. Since the major funding source for W2025 is a permanent rebalancing of the operating budget (in addition to debt and gifts), once the renewal plan has been completed, the College expects to have an additional \$20 million per year (or approximately 10%) of annual operating budget support dedicated to keeping up and renewing the campus in the future. In sum, in addition to addressing a significant portion of the accumulated backlog, the College will at the same time have taken the steps to ensure that the maintenance backlog is no longer growing.

Technological Resources

DESCRIPTION

Technological change is constant and the pace is quickening, requiring continual renewal of existing infrastructure and implementing new strategies to meet our community's expanding information



needs. Our service delivery methods have substantially shifted to accommodate the “bring your own device” (BYOD) era, which in turn raises concerns and requires ever-greater attention to information security and individual privacy. Our strategy to move to the cloud when appropriate is based on many factors and it continues to pay strong dividends. Generally, the cloud-based systems tend to provide uptimes and security that are far superior to what we can provide with limited resources. Through appropriate governance structures and strong policy development, we are able to raise awareness and implement systems for the protection of personally identifiable information. LTS’s goal is to deliver products, resources, services, and information at the moment when they are needed, as seamlessly and unobtrusively as possible, while protecting privacy and data.

APPRAISAL

Network

During the past three years, the College has implemented major changes in our network. The network bandwidth has been increased from 160Mb to 1Gb at a significantly lower annual cost. We recently added another 500Mb connectivity for redundancy. In addition we have another 1Gb circuit that connects us to our disaster recovery hardware in a remote data center. We no longer provide wired connectivity in the residence halls, and our strategy going forward is wireless. Although we will continue to maintain existing wired infrastructure and install wires in new construction for possible use in the future, we will not connect them to a switch unless necessary. We have just replaced core network hardware older than five years and will soon be replacing remaining switches that are older than seven years. A budget has been developed for a regular five-year replacement in the future. Additionally, we began full support for a Virtual Private Network (VPN) for the community three years ago, the use of which has grown tremendously.

Cloud/Hosting

We have migrated a number of systems to the cloud in an effort to decrease our data center footprint on campus. Systems include Mediat (health services), GoogleApps for Education (mail, calendaring, document storage, collaboration, sites), Sakai (learning management, collaboration), and Kaltura (delivery of digital video content). We also have cloud backups of our College website (Drupal) and we are planning a full move to the cloud for our production and development environments. In 2013, we consolidated our three on-campus data centers to two locations, which allowed us to give back a substantial space in the Science Center for other purposes. Our plan is to minimize purchasing hardware and to rely instead on cloud-based services such as Amazon EC2 for compute services and Google Cloud storage for data backup.

Disaster Recovery

In 2013 we relocated our primary server and storage backups to a data center in Marlboro, MA, reconfigured the rest of the hardware, and vacated one of our campus data centers. In 2012 we implemented CrashPlan Pro that backs up the data from desktops and laptops of faculty and staff, currently being used by over 500 users. LTS has a business continuity plan in place that is reviewed and updated regularly; due to recent severe weather events, the plan has been implemented in actual practice.

Virtualization & Desktop Computing

Virtualization of physical servers using VMWare environment is in excellent shape on the server side and we continue to look for opportunities to move to this model wherever possible. Not only is this cost effective, but it is also in line with best sustainability practices. We are in the process of implementing Virtual Desktop Infrastructure (VDI) to replace public computers. Based on our data, these computers are being used for very lightweight, web-based applications; VDI will be able to support these applications very well and will result in an overall better return on investment. In addition, this infrastructure provides a way for us to roll out Windows-based programs for Mac users on campus. We have formalized the computer replacement policy for faculty and staff. It is a four-year replacement cycle and, for the most part, we purchase laptops with installed data protection software to support mobile computing and wireless use.

Classrooms & Digital Signage

We now have a five-year replacement policy for all classroom technologies and support innovative use of technologies in the classroom. We now have a total of eight SMART boards that are used regularly by faculty, and we have supported faculty who have taught classes jointly with colleagues at other institutions in Pakistan and Hong Kong. We have also installed several digital signage devices that help communicate important campus events directly to students. This digital signage has proved to be more effective than other electronic means.

TECHNOLOGICAL RESOURCES PROJECTION

The LTS strategic plan describes short-term goals clearly and the department will measure progress against those delineated goals. The plan calls for moving to a wireless network as much as possible, which, in addition to being convenient, also results in financial savings. We also plan to move aggressively to the cloud to help reduce the operational cost for compute power and storage, while providing much needed support for advanced research and new data requirements imposed by government agencies. We have a strong financial plan for hardware replacement in all areas that will help us provide a much-needed regular update of critical hardware.

LTS will continue to innovate in the use of technological resources in teaching, learning, and research as well as improving administrative efficiencies. The department looks to achieve this goal by partnering with departments and divisions across the College, and through strong governance, fiscal discipline, and prioritization. LTS's planned use of a balanced scorecard approach will help measure progress.

Standard 9: Financial Resources
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DESCRIPTION

Wellesley College remains strong financially, and enjoys substantial and enviable resources and support, which we dedicate to supporting our mission and key priorities. Net assets stood at \$1.783 billion and the operating expense budget was \$193 million at June 30, 2013.



APPRAISAL

The balance sheet is healthy, the endowment value has almost recovered from the losses suffered during the financial crisis, and although leverage has increased, it remains conservative in comparison to assets. The operating budget is balanced, but on a Generally Accepted Accounting Principles (GAAP) basis, remains in deficit because the College cannot yet afford to fully fund depreciation. The College recently shifted the presentation of the operating budget to show net tuition revenue and room and board as part of net student charge revenue, and no longer treats financial aid as an expense. This means that comparisons with the prior self-study submissions may appear misleading at first glance.

The College operates under a set of financial principles that include preserving the purchasing power of the endowment, ensuring that income and expenses and their rates of increase are in balance, and creating reserves to mitigate unanticipated shocks to a balanced budget. We are committed to funding in the operating budget the full cost of “keeping up” the campus, although we are not yet fully able to do so.

Financial Overview

The College’s endowment has continued to grow. Over the past five years, the endowment earned an average return of 5.19%, and in fiscal year 2013 the investment return was 12.47%. Endowment distributions are the largest source of revenue in the operating budget at 41%. In October 2013, the College changed its spend rule to reflect lower expected earnings, and to rely on actual known values rather than projections and estimates in setting endowment spending for the next fiscal year. As a result, endowment distributions are expected to grow more slowly, which will put additional pressure on the operating budget.

Net student charges are 40% of the operating budget. The College continues to see modest growth in this revenue source over time, because financial aid grants are increasing faster than sticker price and net student charges. While net student charges have been increasing, they have been increasing at a rate that is slower than historical expense growth overall.

The College remains committed to our policy of need-blind admission for US students, and to meeting the full demonstrated need of all admitted students. The College is fortunate to have over 60% of financial aid be funded by restricted sources, including gifts and the endowment. Yet as this percentage continues to fall from a high of 100% back in 2002, the College is undertaking a thorough review of the costs and benefits of this policy to ensure that it is not inadvertently shortchanging other institutional priorities, and to ensure that any such effect is readily apparent in real time.

Sponsored research and Auxiliary income remain modest, at 5% or less of revenues each.

As shown in our updated budget presentation, our revenue sources appear rather less diversified than in previous presentations. Current use gifts remain an important revenue stream at 9% of revenues. Giving has increased slightly over time.

Wellesley invests substantial resources in the education of each student. For FY13, total expenditures per student were \$86,169. This was supported in part by endowment per student of \$704,193.

The College is committed to fully funding the cost of keeping up its facilities in the operating budget. Currently, there is a shortfall of approximately \$10 million per year between depreciation and major maintenance and other capital spending funded out of the operating budget; this deficit has been constant for at least five years.

In approving W2025, the Trustees approved a funding plan that relies on debt, gifts, and rebalancing \$20 million per year (10%) of the operating budget, split evenly between reduced costs and new revenues. The funding freed up by this rebalancing initiative is required to fund W2025, which will address a material portion (but by no means all) of the renewal backlog. Once the plan is complete, it is envisioned that the \$20 million per year that has been freed up will be dedicated to funding renewal of the campus each year through renovations and major maintenance.

The College follows a multi-year budget process that is built around institutional priorities, allowing for inclusiveness and institution-wide input. The Provost and the Provost Budget Committee, which he chairs, are charged with ensuring that the College's operating budget allocates resources to accomplish our mission—to provide an excellent liberal arts education for women who will make a difference in the world—and highest institutional priorities. The President and her senior staff, as well as the Budget Advisory Committee, which is composed of faculty, staff, and students, participate actively in the development of the College's budget priorities and planning.

Fundraising

The College is in the quiet phase of a comprehensive campaign and a significant amount of time has been spent in planning for the future, and ensuring that this major initiative will give Wellesley the resources to continue to be a relevant, responsive, and leading institution for decades to come.

Debt

As of June 30, 2013, the College had \$247 million of debt outstanding.

During April 2012, the College issued \$49,800,000 in Series J tax-exempt bonds and \$99,210,000 in Series K taxable bonds. The proceeds will be used for major asset preservation and modernization projects (W2025) and a portion was used to retire \$50,040,000 of Series H bond debt. At June 30, 2013, the College had \$55 million of construction funds held by trustees that will be drawn down to fund various construction projects.

PROJECTION

Accomplish our plan to rebalance \$20 million annually in the operating budget to fund a major portion of W2025 by the end of FY18. The plan includes a target of \$10 million in expense reduction across all major types and categories of expenditure, \$4.2 million of new endowment income that provides budget relief accomplished through the College's comprehensive fundraising campaign, and \$5.8 million of new revenues from auxiliary operations, better utilization or



monetization of assets and fringe real estate, and new sources of revenue. An ad hoc committee of trustees, faculty, and staff is working to develop options in all of these areas. As part of this process, the College will fully fund depreciation out of the operating budget each year by 2018. The rebalancing of expenditures will be permanent, so that the College will be in the position of funding major maintenance and capital renewal at sufficient levels out of the operating budget so as to fully fund depreciation.

Strengthen the financial analysis and modeling underlying decision making at the College, so that choices are informed by an understanding of our actual cost structure (among other considerations). We will enhance forecasting, and make projections less conservative, especially in several areas where adequate reserves have been established (funded by surpluses in prior years), so that we maintain credibility in the budget forecasts. Simultaneously, we must help members of the Wellesley community better understand the finances and budget of the College, so that decision making becomes more transparent, and continue the progress made with this past year’s annual report and in public presentations, to make clearer and more accessible the financial choices we face. In short, we must dispel the commonly held view among our community that Wellesley’s resources are sufficient to insulate us from making hard choices that other institutions must confront.

Develop and refine the capital plan, including “sources and uses,” for W2025 and all capital activity at the College. We intend to develop a framework for determining when we have the resources available to confidently shift from implementing the base plan to a more comprehensive plan. We will evaluate other sources of financing for the plan as needed, including a possible de-capitalization from the endowment and a potential future debt offering. We will ensure that the financial model of the College’s capital plan is nimble yet sufficiently comprehensive to permit management of this major College initiative.

Develop a financial aid “regulator” to monitor the ability of the College to continue its current commitment to need-blind admission. The regulator will serve as an early warning signal should the College’s continued commitment to need blind admission for US students (and meeting the full need of all admitted students) begin to challenge the sustainability of the College’s overall financial model and threaten its support for other key institutional priorities. Such a regulator will provide reassurance that the College will be in a position to proactively address funding challenges before any shortfall becomes too severe. As part of this initiative, the College will develop a set of possible options that it has explored in advance, that it could implement relatively quickly if conditions warrant. As part of this effort, the College will continue to recast how we think about and measure financial aid, and build on the recent shift to a focus on net student charge revenue (e.g., including room and board, and showing financial aid grants as a contra-revenue).

Continue to monitor endowment spending and investment policies, to ensure that the College appropriately preserves inter-generational equity in endowment income. Reducing the expected distributions from the endowment for operations, at the same time as the budget rebalancing that is now underway, will clearly present an additional challenge, and has negatively affected morale. The College must continue efforts to best leverage restricted endowment income to relieve the operating budget as much as possible, consistent with donor intent and binding

restrictions. We must also increase transparency of any remaining expenditures from the endowment that are in addition to the distribution to the operating budget.

Strengthen the finance function of the College to all constituencies. With the recent arrival of the new Vice President for Finance and Administration (Chief Financial Officer), the re-organization of the finance and administration division, and the recruitment of the next Assistant Vice President for Budget and Financial Planning, the College will strengthen the finance function, and the service provided to all faculty, staff, and students, while improving financial management and controls, even as we become leaner and more efficient.

Standard 10: Public Disclosure

Wellesley has discharged our mission effectively for over 100 years, and in the last several years, we have undergone a rigorous process to articulate more clearly the College's positioning and vision, a process that has helped us better understand, champion, and infuse in all our communications our most deeply held values, equities, and character.

To reflect this strategic work, the visual identity of the College was also refreshed—including the addition of a logo monogram that has enable us to further unify communications across campus. The processes used to establish the updated visual identity have not only resulted in communications that carry a “family” look and feel, they have also helped ensure that information is regularly updated.

DESCRIPTION

January 2009's self-study focused on the need for Wellesley to restructure and redesign our website, and the website has been completely overhauled since then. As the College increasingly shifts from print to electronic communications (to better meet the needs and expectations of younger generations as well as to control costs), the website is playing an increasingly central role in College communications—to *all* our audiences, but especially our prospective audiences.

To ensure that Wellesley's website is as easy to use as possible, it was rebuilt using Drupal, an open-source Content Management System. The site was redesigned to be visually compelling, immediately involving, and easy to navigate. Our enhanced presentation of content increased functionality and established clear, easy paths to the most sought-after information (for example, a Quick Links blue bar provides shortcuts that augment the site's drop-down menus) paired with photos of students engaged in the life of the College.

The Communications & Public Affairs team regularly tracks and analyzes the performance of the website, reporting several times a year on website traffic and the flow and duration of visits. We continuously adjust content based on what we learn, working to deliver ever more successful web experiences to the most visitors possible.

Starting with the focal point of Wellesley's homepage—the Daily Shot, a full-sized image and related story that is posted each weekday—the College's website (like all of our communications) reflects



who we are and what we uniquely stand for, telling stories on the homepage that—over time and through one-a-day examples—illustrate what makes Wellesley distinct.

The “About” pages of the website lay out Wellesley’s mission, convictions, and aspirations. In this section, a page of “Wellesley Facts” gives a quick overview of the College, our status as an accredited, private, not-for-profit liberal arts college for women, and the size and characteristics of our student body. Also in this section, the President’s pages identify members of Wellesley’s senior staff and Board of Trustees, and we devote several pages to describing our campus setting and to providing an overview of the College’s history.

The “Student Life” web pages cover the breadth of student life at Wellesley, with a range of co-curricular and non-academic opportunities, as well as the learning services and physical resources available to support students. A comprehensive outline of the rules and regulations that govern student conduct is now found in the College’s online student handbook—the development of the student handbook was accomplished in the last several years—and related information is provided on the nearby Campus Life Policies and Honor Code web pages.

The “Admission & Financial Aid” pages of the website address the requirements, procedures, and policies related to admission and the transfer of credit, as well as student fees, charges, and refund policies. Wellesley posts information about the total cost of education online, including the availability of financial aid and the typical length of study. (In fact, as previously noted, a recent Wellesley innovation, [*My inTuition: Wellesley Quick College Cost Estimator*](#), is available on these pages and asks just six basic questions that give families an early estimate of their daughter’s annual cost to attend Wellesley.) These web pages also provide students and prospects with a sense of the debt they might carry upon graduation.

The “Academics” section of the website presents the academic programs and courses currently being offered, pages that detail each academic department, and information about related educational opportunities (e.g., international study, exchange programs to study at other schools, and post-baccalaureate programs). Academic policies and procedures, the requirements for degrees, and other forms of academic recognition are located here, as is Wellesley’s faculty database—with profiles of all members of Wellesley’s faculty—and the College’s online version of the faculty handbook.

The course catalog was moved online to this section in 2012, although a few printed copies are published and available upon request each year as are copies of past print catalogs for those who might need them. The current course catalog clearly indicates the programs and courses available during a given academic year. (It is our general practice not to list as current any courses not taught in the previous three years).

The Administration pages of the website provide information about administrative offices and the administrative staff that run them.

Virtually all of the College’s printed publications (e.g., *Wellesley*, the alumnae magazine; each semester’s Calendar of Events; Ruhlman and Tanner Conference programs; and *The Town* community newsletter) are available online, as are the College’s Form 990 and Wellesley’s Annual



Report. As previously noted, printed admission/recruitment materials have been faithfully re-conceptualized and re-presented as online content.

For those with specific questions not answered on the website, the College's address and phone number is carried at the foot of every web page. In addition, the Communications & Public Affairs team covers a phone line and email address dedicated to responding to public inquiries.

APPRAISAL

The Communications & Public Affairs team and its content partners across campus work to ensure that the information the College communicates is clear, complete, accurate, and easy to find. Further improvement is always on our minds—especially given the expanding volume of information posted at an ever-increasing rate to the website, as well as the growing use of social media—so our efforts to update and refine our communications are ongoing.

Wellesley not only provides the facts, figures, and stories that describe a Wellesley education, we also give our audiences a strong sense of the unique value and quality of the Wellesley College educational experience.

PROJECTION

1. Provide more information on the successful outcomes of a Wellesley education.

We will soon publish survey results on several measures of success that are increasingly important to students, parents, and other interested audiences: rate of job placement within a year of graduation, rate of pursuing higher education, and a variety of factors around career success. In addition, we have undertaken a long-term, in-depth research study of Wellesley's success in producing women leaders. We anticipate these results will be available to publish in 2014.

2. Improve the utility of the MyWellesley student portal.

We are exploring the most effective ways to communicate important information to current students. Survey results suggest that the MyWellesley portal is underutilized and yet is the best vehicle for getting information to students: it offers a single point of access, the interface is very intuitive, and students are beginning to develop the habit of seeking content there.

We are continuing to explore the best division of content between the Student Life pages of the website—available to be viewed by all website visitors—and the MyWellesley portal, located behind the firewall for viewing exclusively by Wellesley students, but we expect that we will soon be reconfiguring and streamlining the Student Life web pages, while building out the MyWellesley portal.

Standard 11: Integrity

DESCRIPTION

Wellesley College continually affirms its commitment to maintaining ethical standards of conduct for all members of our community and to creating an environment in which all members are valued.

APPRAISAL

The honor code remains at the heart of our students' fundamental values of academic honesty and personal integrity, critical to the College's mission. When a student is alleged to have violated the honor code, clear procedures are in place to provide a fair and effective mechanism for resolving the charge. A streamlined administrative review process has been implemented. After a review of best practices and consultation with students and staff, a committee of staff and students drafted a new [student-to-student sexual misconduct policy](#) that was adopted in fall 2011, and the Honor Code Council created disciplinary processes and procedures to enforce the policy.

The College created a Title IX Coordinator position in response to the Department of Justice's "Dear Colleague" letter in April 2011. This individual is designated as a contact point for Title IX communications and grievances, and is responsible for coordination of all Wellesley's compliance efforts on gender discrimination, sexual harassment, retaliation, sexual assault, athletics equity, and related civil rights investigations. In addition to the Title IX Coordinator, there are three designated investigators who are charged with coordinating the College's implementation of this policy, and investigating complaints of sexual harassment and unlawful discrimination for the College: the Provost, the Dean of Students, and the Assistant Vice President for Human Resources and Equal Opportunity.

In the years since the "Dear Colleague" letter, the College has regularly communicated to members of the community about these issues. In September 2011, the College Investigators issued a memo reminding the community about the College's policy against sexual harassment, unlawful discrimination, and retaliation, and encouraged members of the community to familiarize themselves with the policy. In March 2012, following the reported incidents at Penn State and Syracuse University, they released another memo reiterating the College's commitment to creating a safe environment for all members and again shared the policy.

Throughout fall 2013, on-campus information sessions were held for our faculty and staff to address their duties and responsibilities to report inappropriate conduct and to describe the resources the College has in place to respond to concerns about inappropriate conduct. All faculty members, managers, and supervisors were expected to attend these sessions. Finally, recognizing the responsibility held by the Board of Trustees, and specifically the Audit Committee, for being familiar with and reviewing the College's policies for handling matters that entail material risk or potential liability for the College, in October 2013, the Audit Committee was provided with a briefing in executive session by the College's attorney. This will become an annual item on the committee's agenda.

The College's new Partnerships for Diversity and Inclusion model is detailed in the Areas of Emphasis section of this interim report.

Administrative Council made the appropriate changes to its bylaws to bring it into accord with changes by Academic Council. Administrative Council continues to monitor changes made by Academic Council to ensure its bylaws remain relevant. Other changes to Administrative Council are described in Standard Three.

The President, in consultation with the senior staff and Human Resources, determined that the Ombudsperson position continues to serve an important function at the College. The Ombudsperson is appointed annually and at that time information is shared with the community about the resources provided by this position. The Ombudsperson meets with the President and Provost as needed.

PROJECTION

Wellesley will continue to review the Honor Code every four years to ensure that changes to the process are having the intended effect.

In compliance with the federally legislated March 2013 Campus SaVE (Sexual Assault Violence Elimination) Act, an expansion of the Violence Against Women Act (VAWA), Wellesley College has formed a multidisciplinary campus coalition to assess and address the institution's readiness for March 2014 compliance. The Act mandates that all colleges and universities, accepting federal Title IV financial aid 1) disclose campus crime statistics and security information with specific regard to sexual assault, domestic violence, dating violence and stalking; 2) provide primary prevention and awareness programs to new student, faculty, and staff regarding sexual misconduct and related offenses; 3) apply standard principles to disciplinary conduct procedures; and 4) guarantee enhanced rights to victims of sexual violence/misconduct. The Act requires and Wellesley will be in full compliance by October 2014 when the first Campus SaVE Act Annual Security Report, capturing calendar year 2013 data, must be filed.

Assessment, Retention, and Student Success (Reflective Essay)

- What students gain as a result of their education
- Assessment of student learning: what and how students are learning

Incorporated here are components that address Focus Area #1, excellence and mission, and planning and evaluation standards related to institutional research and evaluation capacities across the College.

DESCRIPTION

Assessment of student learning across the Wellesley experience includes a variety of direct and indirect measures of effectiveness. The former are present throughout academic departments, with the modal strategies including capstone experiences, portfolio assessments, rubric development and

dissemination, and student reflection on their own learning. Indirect measures take place on a regular basis via a strong survey cycle that captures student experiences from the summer before a student's first year up to 40 years after graduation. Survey results are used to answer specific questions, often arising from departmental self-studies and real-time challenges as they arise.

Faculty take the lead in assessing student learning within the classroom, as this approach is most likely to generate and connect authenticity and excellence. With support from the Provost's Office and the Pforzheimer Learning and Teaching Center, faculty meet frequently to discuss practical aspects of teaching and learning such as devising informative syllabi, setting realistic and measurable goals for student learning, comparing methods of teaching laboratory classes in the sciences, leading class discussions of sensitive topics, and creating mid-course student surveys to help shape the rest of a semester's instruction. The process of gathering current assessment practices for this interim report revealed detailed strategies for assessment at every level of the academic program. Similar to the process of gathering information on current practices for this report, continued engagement with faculty will take place annually, to ensure systemic support for authentic and specific assessment efforts faculty are implementing or wish to design and improve. The creation of the new position of Associate Provost for Institutional Planning and Assessment in the fall of 2012 strengthens the Provost's Office support for faculty assessment activities by providing guidance, expertise, facilitated dialogue, networks, and a repository for continued assessment efforts. Further, these efforts extend into supporting the burgeoning assessment of the College's co-curricular programs in the Division of Student Life.

The College's integration of our core values in support of excellence in student learning manifests itself most publicly in two annual day-long, campus-wide celebrations of student accomplishment—the [Ruhlman](#) and [Tanner](#) conferences. Each conference is structured to allow students to demonstrate how they integrate their knowledge and share their work in a community of engaged scholars, emphasizing academic inquiry and service to communities. Each of the conferences showcases papers, panels, posters, exhibitions, musical and theatrical performances, and readings of original work. The Tanner conference provides an opportunity for students to demonstrate how they integrate curricular experiences with significant learning that takes place off campus. The Ruhlman conference focuses on academic research and significant work in an area of inquiry and interest that emerges from curricular engagement. The two conferences require students to submit proposals to faculty and peers for review and acceptance, mirroring professional venues for the dissemination of knowledge and research. As such, the conferences serve as a College-wide capstone experience across the academic program, where assessment of the quality and preparation of the student presenters occurs through selection and preparation for the conference, with faculty mentorship and standards of excellence employed along the way. The student presenters are then ready to take advantage of the conferences to share their field knowledge, scholarship, and presentations skills with the campus community. Most importantly, both conferences provide students with an opportunity to become and own the identity of teacher. Since teaching is a reflection of acquired knowledge and honed skills, it is an assessment strategy of the highest order (Pascarella & Terenzini, 1991 and 2005).

Student evaluations provide valuable qualitative and quantitative measures of student engagement and learning, and faculty effectiveness, for every course in the College's curriculum. The response rate for these Student Evaluation Questionnaires (SEQs) is extraordinarily high, with more than 90% responding (an average response rate covering the last five years and more) across all courses and most students including thoughtful and extensive comments on the most valuable features of a course, areas in need of improvement, and assessments of their own effort and learning outcomes.

Individual faculty members make use of SEQs as one source of information about whether their courses and teaching methods are effective, and the College provides several mechanisms to enable faculty to extract useful feedback to help improve their course organization, content, assignments, and presentation. A voluntary faculty mentor program matches junior faculty with experienced senior faculty outside of their own departments, who provide confidential and supportive advice about all aspects of faculty life, including interpreting SEQs. The Faculty Director of the Pforzheimer Learning and Teaching Center offers to meet with every new faculty member to provide a qualitative summary of his or her SEQs, and to discuss how to make use of the responses to improve teaching and course design.

SEQs are used at the department level as one metric of teaching effectiveness, in addition to class visits by senior faculty of their junior colleagues. They are an essential part of the annual conversation that every tenure-track junior faculty member, lab instructor, and lecturer has with her/his departmental Reappointments and Promotion Committee (R&P). At an institutional level, SEQs are used by R&Ps to frame their recommendations to the Committee on Faculty Appointments (CFA) on reappointment, tenure, and promotion decisions. The CFA and the Advisory Committee on Merit for Full Professors also read all the SEQs independently to form a judgment about the teaching effectiveness of every faculty member up for review. Finally, the College has undertaken a detailed study of SEQs and student grades, to determine whether our policy to combat grade inflation has affected student evaluations of faculty.

APPRAISAL

Academic Areas:

At the time of the decennial accreditation self-study, faculty members articulated learning goals for each department and program and shared these broadly via the course catalog and departmental and program websites. The establishment of these goals has led to departmental reflection in a more systemic fashion; faculty members are able to use the goals for review, assessment, and interventions to ensure their achievement. Defining the overarching goals for each department and program has led to new initiatives to ensure that students achieve those learning goals.

Discussions with faculty across dozens of departments and programs to track how these initiatives have developed also revealed a trend: in light of the public discourse about assessment and the need to demonstrate return on investment, Wellesley faculty are more broadly taking the approach of understanding how to articulate their deep commitment and explicit thinking about the learning they expect from students in majors and in courses.

A program that spans the curriculum and supports the improvement of writing skills, and their development and acquisition, is the writing program. Recently, the program director led a pilot assessment project that included many faculty and disciplines across the College. A database was created that included papers written by students in all sections of first-year writing in spring 2012. The papers were stripped of identifying information and coded in order to draw paired samples to examine growth in writing skills over the course of a semester. Four faculty members received three pairs of written assignments and were tasked to read and indicate which paper they thought was better in the sense of being representative of what they expect to see in Wellesley student writing. Three questions guided the exercise:

1. Are the papers produced later in the semester better than the ones produced earlier? That is, does student writing improve during the first-year writing course?
2. Do faculty members agree about which paper is better?
3. What language do Wellesley faculty use to talk about student writing? Are there common criteria or standards?

This project yielded useful and instructive results, which are forming the foundation of a new methodology to assess writing at the College at and beyond the first year, expected to continue beyond the pilot over the next five years. The main objective in this writing assessment pilot is to determine the best method of gathering evidence and providing questions for results review that have sufficient validity and reliability to serve as a foundation for a larger scale, College-wide assessment of writing at Wellesley.

Faculty within departments have also examined their goals for majors, courses, and assignments in ways that have highlighted and informed specific plans for intervention. For example, the History Department found that students were not demonstrating, at the level expected by faculty, systematic steps to locate and apply sources for independent research assignments. In response, a subcommittee of the department articulated a new learning outcome expected for students, especially history majors: “A critical understanding of the methods that historians employ in reconstructing the past, including various approaches to historical research, the interpretation of primary sources and other evidence, and the uses of theory in historical analysis.” This goal emerged from evidence gathered by faculty, followed by detailed discussions and proposals to “close the loop” and to improve student learning in a course- and assignment-specific manner. The department is implementing a pilot program to gather additional evidence of how students approach their research assignments, and they have already introduced formal presentations by research librarians in most seminars. The pilot will require majors taking history seminars to reflect on their research development throughout a seminar via a “research diary.” A departmental subcommittee will review these diaries to determine gaps or strengths in how students describe their research steps. This evidence-gathering initiates a new layer of course-embedded assessment in the department that will facilitate interventions to ensure achievement of this important goal.

Another example of effective assessment and resultant curricular changes emerged from the faculty of the language departments. They focused on three areas in addressing student learning outcomes: writing competency, oral proficiency, and pedagogy for heritage speakers. The Spanish Department faculty led a process of developing a “Coding Rubric for Direct Assessment of Literary and Cultural Analysis of Texts in Student Writing.” The rubric was developed by gathering and analyzing student writing assignments. The Russian Department faculty developed a document they share with all students in courses at or above the 200-level that described expectations for content, structure, and mechanics in their writing assignments. Students receive this guiding document at the start of the course to ensure they are aware of expected outcomes within their writing assignments.

Inter-departmental discussions among language faculty also highlighted the need to improve the assessment of oral proficiency. Led by a faculty member in Italian Studies, several language departments have now been trained and have employed the American Council on The Teaching of Foreign Languages (ACTFL) Oral Proficiency Interviews (OPI). At the end of the 2012-13 academic year, this systematic and internationally accepted measure of oral proficiency, using a standardized and dynamic interview, provided language departments with a common vocabulary to classify and gauge the linguistic competence of students. Students in participating departments, which are increasing in number each year, are required to participate in a 20-minute oral exam. The results of the OPI exams provide real-time evidence to locate students in categories of proficiency that should mirror the level of language acquisition expected at their course-taking levels. Where the interviews identify gaps in proficiency, departmental faculty discuss new pedagogical approaches, course sequencing, or structuring to improve the effectiveness of teaching oral language skills.

These new approaches to evaluating the achievement of language skills also highlight the implications of an ever more diverse student body, particularly of U.S. citizens and permanent residents for whom English was not the primary language spoken at home. Our most recent Entering Student Survey, administered to students in the summer before they arrive on campus, shows that of those entering in the fall of 2013, only 57% spoke mostly or entirely English at home and 20% cited English as a second language. Teaching language to heritage speakers is emerging as a critical priority. For example, the South Asia Studies program, which requires that students learn Hindi and Urdu, have found that the growing number of heritage speakers has affected how they approach course sequencing and requirements for language acquisition. Also, in the fall of 2013, the Spanish Department began offering a course for heritage speakers via the College’s first-year seminars entitled “Learning Language Through Culture; Learning Culture through Language.”

Another College-wide intervention has focused on improved course sequence and coherence in support of the learning goals articulated for majors. Three departments—Neuroscience, Psychology, and Geosciences—provide case studies of how to approach such assessment and implement associated improvements to ensure that student learning is well integrated within a major.

The faculty in Neuroscience instituted a final “capstone” examination that allows assessment of reasoning power and analytical abilities among their majors. While students are allowed to use notes and books, the answers to questions are not specific facts that they can “find,” but instead require that they piece together varieties of information or develop mathematical assessments based on biophysical principles. The Neuroscience faculty initiated this comprehensive exam five years ago,

and the first class to take the exam was composed equally of students who had gone through the “old” major and others who completed an updated core curriculum that emphasized these skills. Although the sample size of each group was small, the students who completed the new core course sequence scored higher on this exam than those who took the old course sequence. These results suggested that the focus on analytical abilities and independent reading of the primary literature in the new core curriculum is facilitating the development of critical skills. Continued use of the exam will allow for more robust quantitative data to report the impact of this assessment strategy; but it has already yielded strong qualitative evidence that fostered evidence-based discussion and intervention opportunities for department faculty.

The Psychology Department spent the academic year 2012-13 evaluating the effectiveness of the introduction to psychology course (PSYC 101). In the fall semester, a small committee of psychology faculty met to evaluate syllabi and discuss strengths and weaknesses. In the spring, the chair of the department met with all PSYC 101 instructors (a total of six faculty members) on a monthly basis to discuss the effectiveness of the way they introduce students to psychology at Wellesley. While the faculty concurred that the bio-psycho-social model is at the heart of psychology, they were also aware of the difficulty in presenting the various aspects of the model in an integrated fashion to students, as all the major textbooks take a rather linear and compartmentalized view of the field. Having discussed strategies for better integration of the material, they are now in the process of designing assignments to allow them to gauge how well students are able to apply the bio-psycho-social model to evaluating individual experiences and human development over the life span. The department will update the progress on these strategies each year via their annual report, which now require assessment activities updates.

The faculty in the Geosciences Department started by reviewing how they taught their introductory courses and, via direct assessment and faculty discussions, identified paths to improve the introductory level courses and upper level courses across the major to meet the learning goals expected of their majors. The introductory courses in Geosciences had been taught by eight different faculty members over the previous five years, and as many as five different faculty members in a given semester. During department discussions, faculty recognized that students from different lecture sections were not equally adept at “framing and solving scientific problems” and applying their “knowledge of Earth systems” on exercises designed for that purpose. In response to these observations (as well as indirect measures, such as comments on SEQs over five years), they made the following changes to the two high-enrollment introductory classes:

1. adopted a common set of learning outcomes and goals used by all instructors;
2. added a semester-long research project designed to help students frame and answer a scientific question;
3. modified all laboratory exercises to better achieve the stated learning outcomes for the course;
4. modified the grading scheme for laboratory portion of the course to better reflect the stated learning outcomes; and
5. increased the cohesiveness of lecture and lab sections by adjusting the order of topics covered and by using the same textbook for both lecture and lab.

Once these changes were made, they continued the assessment process by focusing on all other courses in the department to redefine learning outcomes and adjust specific learning experiences in each course. The following changes were made to more specifically help students develop “the written, oral, and visual/spatial communication skills needed to communicate scientific knowledge” at all levels of the curriculum:

1. added an oral presentation project to one of the introductory courses (GEOS102) designed to give students practice in oral skills needed to communicate scientific knowledge;
2. added an oral final exam to two 200-level courses that require students to explain visually and spatially complex geological concepts; and
3. replaced traditional lab reports in two 300-level courses with semester-long research projects that began with formally-written research proposals, involved oral presentations of results in class, and culminated with published abstracts presented as posters at scientific conferences.

Several departments and programs also shared how they gather evidence in real time during a course. Two such examples come from the interdisciplinary Media Arts and Sciences program and the Classical Studies Department. In computer science courses that contribute to the media arts and sciences curriculum, students are asked for written reflections on their learning process and a description of what they have learned from each assignment or quiz. Similarly, courses in classical studies, whether they are in language or civilization studies, have clearly articulated outcomes associated with each assignment. Students within these courses are then asked to reflect on their learning throughout the semester, which provides feedback for faculty to “course-correct” depending on the needs and experiences of the students in any given semester. These reflections also provide aggregated evidence to inform larger departmental or programmatic actions to ensure that departmental goals are achieved.

These are just a few examples of faculty experiences with assessment as a tool for ensuring success in teaching and student learning. The E-series inventory delineates additional departmental approaches to assessment, particularly in using authentic data on student performance to revise learning goals, course requirements, and teaching strategies. Collectively, these efforts help to guide excellence across the academic program. On an individual level the strongest motivator for faculty lies within the mission for excellence in liberal arts education, which they hold dear as they approach teaching-learning-advising exchanges each day.

Student Life areas:

Alongside the development of departmental and programmatic learning goals within the academic curriculum, the out-of-classroom experience is being structured for this kind of assessment as well. The Division of Student Life has rewritten its mission and values, and its constituent departments and programs are now required to do so as well.

Mission

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.

Values

As educators, we provide opportunities that both enrich the essential learning that occurs in our community and encourage and support these features of student learning by:

1. Developing a community in which members exhibit mutual respect and share responsibility for the welfare of the community;
2. Setting high standards for personal integrity;
3. Understanding and appreciating the relationship between learning within and outside the classroom;
4. Exploring personal experiences, values and beliefs, leading to the articulation of a sense of purpose;
5. Expanding multicultural competency and awareness of social justice by engaging issues of difference with others;
6. Developing a well-balanced lifestyle characterized by making healthy choices, learning from one's mistakes, and exhibiting resiliency;
7. Establishing habits that lead to a lifelong pursuit of learning.

The delineation of core values for students' psychosocial development outside of the classroom is the hallmark of a holistic residential liberal arts experience. As work is being done to the physical spaces for a better residential learning environment, the departments that comprise Student Life are also articulating clearer and more easily assessed goals and objectives that tie each department's efforts explicitly to the student learning experience.

The Associate Provost for Institutional Planning and Assessment has met with the Division of Student Life and most of its departments, along with the Dean of Students, to help guide the shift to an evidence-driven approach to understanding impacts on student learning. However, the division had been committed to evidence-based decision-making and program implementation already.

The division has a practice of conducting an external review of one department or program each year with the goal of having each department or program reviewed once within a 10-year period. In the last five years, external reviews were conducted for the Center for Work and Service, Office of Student Activities, and LGBTQ Programs. An external review did not occur the year we conducted a campus review of the division's work on diversity and inclusion that encompassed the work of nearly every department. Each review provided data on student learning and the student experience that led to significant changes in the department. For example, recommendations from the review of the Office of Student Activities led to the creation of the Office of Student Involvement and a shift from providing activities and programs to providing leadership training. Students who participated in the [Blueprint for Leadership](#) program reported increased understanding of the role of values and the importance of relationships for effective leadership. The LGBTQ office increased its

outreach to faculty to create a forum where faculty can serve as mentors to students and campus issues can be discussed.

The division has participated in a number of national initiatives that have focused on assessment of student learning. The National College Health Improvement Program: Learning Collaborative on High Drinking was based on a data-driven approach to reducing high drinking. One of the obligations of participating in the project was collecting data from students on a monthly basis about their use of alcohol. We learned not only how much they drank, but who drank and why they drank. As an outcome of what we learned, we have provided education programs to targeted groups of students such as student leaders, first-year students, and members of social societies that focus on measures to reduce the likelihood of high-risk drinking and its negative consequences and to increase bystander intervention.

We have also participated in an initiative focused on civic engagement and its relationship to student academic engagement and learning. As a member of NASPA's Lead Institute Project on Civic Learning and Democratic Engagement, a committee reviewed the missions and goals of offices and student organization that have a civic focus. In the statements reviewed, the committee found language that promoted community development and commitment, political awareness and engagement, multicultural competence, knowledge of religious diversity, social justice, and understanding of systemic factors that contribute to social issues. Although language and focus differed among the groups, overall, the themes of civic engagement and democratic learning were being promoted in various Student Life and College Government programs. However, there is no clear overarching goal that articulates and connects these programs or learning outcomes. The committee found particularly interesting that the identified groups disconnected their values and strengths from those of the institution. From these findings the committee recommended that the College:

1. needs to focus more on community (which competitiveness undermines), bridging the gap between learning and implementation, and the important intersections between in-class and out-of-class experiences.
2. needs to provide more opportunities for reflection and recognition of its values.
3. should realign resources and encourage more intergroup connection on these common themes.

From 2011 to 2013, Wellesley was the recipient of an AAC&U Bringing Theory to Practice Grant entitled, "A Place to Flourish: Transforming the Wellesley College Culture," which focused on the relationship between students' civic engagement, academic engagement, and wellbeing. Using the Enrolled Student Survey administered in 2013 to inquire about the relationship, the survey results showed that students' civic engagement fell into four categories: leadership, national politics, helping others, and college affairs. While students tended to focus their attention on one of these categories, most were involved in multiple areas. Only 3% had not done anything that might show civic engagement. Leadership experiences were particularly important in promoting personal gains in such areas as understanding oneself, and resolving interpersonal conflicts, whereas helping others was particularly effective in promoting understanding of others, connection to a larger community, and a sense of responsibility to a common good. Students who participated in more categories of

civic engagement were more likely to report gains in skills associated with being an effective group member and leader; the capacity to relate to others with different backgrounds; and greater knowledge of and interest in global issues and social problems. Civic engagement was also associated with greater academic engagement such as intellectual discussion outside of class and reconsidered position after evaluating the arguments of others.

Results showed that students were exposed to diversity more often outside of the classroom than in class. Whereas 69% of seniors reported learning quite a bit or very much about diverse cultures, 44% about diverse religious traditions, and 47% about diverse political systems in their courses, the corresponding percentages for learning from out-of-class experiences were 90%, 67%, and 57%, respectively.

The results from this work highlight the importance of civic engagement for students' overall engagement and personal and intellectual growth. The results will be used to restructure service opportunities including encouragement of the development of service-based learning courses.

PROJECTION

As the NEASC visiting team noted at the decennial review, academic departments had already taken on the process of defining learning outcomes for their majors. The next steps recommended by the team were the development of course-level learning outcomes. Faculty have been approaching the process of examining the learning within courses in creative and tested ways, and the College has placed high priority on providing support to faculty and staff to ensure assessment is occurring across learning modalities and experiences.

The faculty co-director of the Pforzheimer Learning and Teaching Center (PLTC) works with new faculty, during the new faculty orientation, to develop skills in constructing course syllabi skills and to articulate learning objectives and goals for students. Beginning with academic department annual reports in 2014, the Provost's Office will be requesting that all departments and programs respond annually to assessment questions, similar to those posed within NEASC's E-Series forms, and that they submit sample syllabi containing learning outcomes.

The SEQs are a central component of assessment of student learning and faculty teaching, and they provide essential information to individual faculty, their departments, and the College that is used to improve teaching and learning. The SEQs are under assessment as well: careful quantitative studies of the relationship between student evaluations and grading patterns at the College have been undertaken by members of the Economics Department. One important objective of these studies is to identify any systemic patterns in grading or student evaluations that could undermine a fair use of SEQs as part of the evaluation of faculty for reappointment and promotion. As part of the preparation for each review cycle, the CFA and Advisory Committee on Merit provide time for regular and formal discussion of the literature on bias in student evaluations, and any information about patterns that may be unearthed in our own SEQs will be integrated into this process of self-assessment and self-education.

As noted in Wellesley's decennial self-study, the College has had a long-standing and strong institutional research function, within the Office of Institutional Research and through research efforts supported across departments of the College. However, the Office of Institutional Research (OIR) has undergone transition since the previous report. After the departure of two of the three staff members in the office, leaders at the College who had been intimately involved with institutional research and assessment at Wellesley and through projects such as the New England Consortium on Assessment and Student Learning ([NECASL](#)), reviewed and redefined the institutional research function. As of August 2012, the Office of Institutional Research was redefined as the Office of Institutional Planning and Assessment, and reports directly to the Provost. An Associate Provost for Institutional Planning and Assessment was hired by the College at that time to ensure the strength of survey research, data integrity and provision to relevant audiences, and regularized assessment and effectiveness strategies. Also, the research analyst who supports much of the direct and indirect data, research, and other forms of evidence to departments and senior leadership, has been promoted to Institutional Research Director. This enhanced support for institutional research and assessment, explicitly linked to planning, promises to take current assessment of learning and gains (both in and out of the classroom) to a higher level.

The writing of this interim report served as the basis for a baseline overview of assessment activities that will inform a new cycle of evidence-driven actions to improve effectiveness at each level of mission, goals, and learning outcomes. As the College develops a stronger understanding of students' *out* of the classroom experiences as directly connected and necessary for excellence *in* the classroom, the next steps are to examine the ultimate results of enrolling at Wellesley: graduating and successfully attaining sought-after life goals, whether they be work-related, personal, civic, educational, or professional. Two small AAC&U grants addressing civic engagement and student learning are opening doors to connect these areas and are already seeding what we expect to share formally at the time of our next decennial self-study.

Another area receiving renewed attention is the College's retention and graduation rate. While Wellesley's rates have been consistently around 90% for at least 15 years (see S1 form for recent history), understanding the reasons that students transfer or do not graduate for any reason has become a strategic priority, particularly as we understand the ever-more diverse student body the College enrolls today. Certainly, changing interests and other deeply personal reasons play into retention decisions for each student. But Wellesley believes that we can do a better job of analyzing the differences between our retention and graduation rates and those of some of our peer institutions, with a particular emphasis on how student backgrounds, identities, academic interests, and out-of-classroom experiences factor into their success. This work also intersects with the value we place on diversity, identity, and campus climate experiences; and it allows us to assess academic and co-curricular programs and systems of support we have newly implemented accordingly. (Descriptions available in Areas of Emphasis and in Standard 4, 5, and 6.) Over the next five years, the College will devote energy to this effort, under the leadership of the Dean of Students, the Registrar's Office, and the Office of Institutional Research (OIR)/Institutional Planning and Assessment. Multiple areas of data integrity and gathering, including the development of stronger mechanisms to track leaves and withdrawals along with the implementation of the National Student Loan Clearinghouse's "Student Tracker" system and specific survey and transcript research, will fill

provide more evidence about those students who enroll and leave the College. In tandem, these approaches will enable the College to move beyond case-by-case anecdotes and generate an aggregated evidence-based understanding that will inform strategic improvements for advising and supporting advising students in and out of the classroom.

Further, we are also improving the process of tracking the outcomes of alumnae to understand the value of a Wellesley education in post-graduate experiences. Currently, staff members who work directly with stewarding or reporting alumnae data and outcomes are developing an improved data model to capture direct measures of outcomes. Further, indirect measures via alumnae surveys are being moved from cross-sectional data-gathering activities into longitudinal datasets for research and outcomes assessment; this aggregation will be taking place and yielding results throughout 2014 and 2015. The area of alumnae outcomes as a focus of research and assessment has grown significantly through efforts in offices that engage with alumnae, such as the Center for Work and Service and the Division of Resources and Public Affairs; the administration of a 2009 survey to alumnae, who ranged from five to 40 years post-graduation; and ultimately to the research convened by Resources to include key campus alumnae staff and research experts to ensure more seamless engagement with alumnae and clearer proof points of excellence through verifiable alumnae outcomes. The calendar year 2014 promises many evidence-gathering activities, including the current development of an alumnae research project on leadership, which began in 2013.

References:

- Pascarella, E. T. & Terenzini, P. T. (1991) *How college affects students: Findings from twenty years of research*. San Francisco: Jossey-Bass.
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Plans for the Next Five Years

Wellesley College is committed to providing an excellent liberal arts education to women who will make a difference in the world. This continues to be our core mission, and our challenge for the next five years is to hold fast to that commitment while the College embarks on a long-term program of campus renewal that will require a realignment of our operating budget and careful prioritization of our most pressing needs. We approach these challenges with optimism and from a foundation of considerable strength: we have outstanding faculty and staff who support the education of a diverse and impressively capable student body, a beautiful campus in a cosmopolitan setting that enriches the residential experience that is at the core of a Wellesley education, a well-developed plan for campus renovation, and a strong financial base.

Nevertheless, we know that this work will require effort, sacrifice, and commitment from every part of the College, and could create fractures that might threaten our sense of community and common purpose. In the larger sphere, we are embarking on this enterprise at a time of continued economic uncertainty, rapidly increasing costs for a college education, and public questioning of the value of the liberal arts. Our plans for the next five years require difficult choices dictated by tensions and constraints: between our aspiration for Wellesley College to be a leader in educating women in the

21st century and our obligation to demonstrate the value of a liberal arts education; between our desires to recruit and retain a diverse faculty and to continue our need-blind admission policy, and the need to contain costs for our students and families; between our desire to ensure the longevity and utility of all our buildings and the immense resources required to fund even the most modest version of the multi-year renewal plan that leaves many needs unaddressed even after a decade focused on major campus renewal.

Our collective efforts will be guided, and informed, by three broad goals:

1. Wellesley College will provide a demonstrably outstanding 21st century liberal arts education for women, to an exceptional and diverse student body.
2. Wellesley College will develop a sustainable plan to rebalance the operating budget, providing an affordable education for our students and support for the long-term needs of the campus.
3. Wellesley College will recognize, value and draw strength from the diversity of our community in every dimension.

Within each of the Standards Narratives, we have provided a candid appraisal of our efforts to support the mission of the College and a summary of areas of emphasis for the next five years. Here, we show the connections between some of the most urgent and compelling of these priorities and the three goals identified above.

Goal 1: An outstanding education for women

The excellence of a Wellesley College education rests strongly on the excellence of our faculty in all of their roles: as teachers, as scholars, and as participants and leaders in the College's governance. In the face of growing financial challenges, our priorities are to hire and retain outstanding faculty, to support their teaching and research throughout their careers, and to continue our ongoing campus-wide discussions about College governance so that all faculty feel that their voices are heard at all levels of the institution. A particular area of faculty concern is support for faculty research, and in response the College will undertake a comprehensive review of all aspects of support for faculty scholarship. Other areas of concern are the scarcity and high cost of childcare and faculty housing, and the challenge of finding academic positions for faculty partners and spouses, in the face of other urgent financial pressures on the College. The Faculty Benefits Committee has the charge to review these and other policies, and continues to serve a vital role on campus.

An excellent education requires a rigorous and rich academic program, and a *demonstrably* outstanding education further requires that we provide evidence for our claims of student success. We are well on our way to developing assessment tools within all departments to provide the basis for evaluating the effectiveness of our teaching, and we will soon complete a comprehensive study of the College's grading policies, student evaluations of faculty, and post-graduate student success. In the next five years, the College will implement and assess a shadow grading policy for students in their first semester, explore how best to place ethnic studies within the curriculum, and support and evaluate a

host of academic initiatives, such as team-taught courses, First-Year Seminars, and upper-level seminars in public writing.

An academic program for the 21st century requires flexibility, experimentation, responsiveness to change, and a clear understanding of how to inspire and engage students in the modern era of social media, networking, and on-line learning. Wellesley has already benefited from its participation in the edX consortium, and the College will continue to explore ways in which modern technology and new pedagogies can enhance the on-campus experience of our students while also providing access to a growing audience around the world.

Wellesley College admits an increasingly diverse group of students from across the globe, and our need-blind admission policy has allowed us to focus on selecting students who can make the most of a Wellesley education, regardless of their financial resources. Ensuring their academic success at Wellesley is a joint enterprise of faculty, staff, and students across the College, but the Division of Student Life has a central role in ensuring that the residential experience of our students is successful as well. We have identified specific goals for the next three years, highlighted by promoting student citizenship and promoting wellness, with an emphasis on thriving, rather than surviving. Being a residential college has been central to our identity and the College will continue to seek ways to enrich out-of-classroom opportunities that both support and extend students' academic learning.

Finally, the College will expand its efforts to integrate the academic and non-academic student experience, by evaluating advising of all kinds across campus, developing integrative learning opportunities on and off campus, and examining the interdependence of students' civic and intellectual engagement through an AAC&U Bringing Theory to Practice grant and participation in a NASPA initiative.

Goal 2: A strong financial plan

The College has embarked on a major program of renovation and renewal of our campus buildings that will provide greatly improved spaces for academic programs, the arts, science teaching and research, sports and recreation, health and counseling services, and student residential experiences. This ambitious but essential effort highlights the need for a strong financial plan and for rebalancing the College's operating budget to provide necessary funding for this work. Inevitably, this redirection of operating funds toward facilities and building projects will make it more difficult to support some existing programs and to invest in new priorities, and the costs of these efforts must be shared across campus. Cost-cutting measures such as a reduction in the size of the faculty and staff, improving efficiencies of facilities, and being cost-conscious about essential services will all be important components of the rebalanced budget. The College has established cost-savings targets for the next five years that will be monitored on a regular basis, and has begun to evaluate opportunities to increase existing revenues, as well as generate new sources of revenue.

The Provost Budget Committee oversees long-range and short-range budget planning and makes recommendations to the President and senior staff. In addition, the Board of Trustees continues to make use of *ad hoc* committees to provide recommendations in key areas such as campus renewal, restructuring of the operating budget, the endowment spend draw, and opportunities for revenue development from the College's fringe real estate properties. The Advisory Committee on Budgetary



Affairs, chaired by a faculty member, provides a forum for faculty, students, and administrative involvement in budgetary discussions. This past fall, the President instituted a program of Town Hall meetings to provide the entire College community with an opportunity to learn more about the rationale behind the budget realignment and to ask questions about the upcoming campus renewal plans. This is part of a larger effort to improve communications between the senior administration and the rest of the College.

One of the highest priorities of the College is to maintain affordability for our students and to continue to provide financial aid to all deserving students. Two related initiatives for the next few years are to study how financial aid policies can best support excellence and diversity in our enrolled student body, and to improve the College's ability to predict tuition revenue as well as the funds needed for financial aid.

Goal 3: Valuing diversity

Wellesley College is a community of shared values and commitments—to our Honor Code, to intellectual and personal integrity, to the education of women from across the country and around the world, and to the endless possibilities of learning from and teaching others who are different from ourselves. In short, we share a desire to be part of a diverse community, with all of the excitement and tensions, delights and discomforts that accompany a world of difference. At Wellesley, we have made a commitment to diversify our faculty, staff, and student body in every dimension, and to draw strength from this diversity. At an institutional level, the Partnerships for Diversity and Inclusion provides strategic leadership for the College in the areas of diversity, inclusion, and equity, and the [Initiative for Diversity and Inclusion for Students](#) engages all members of the Wellesley community in defining how the College should enhance its efforts in supporting diversity and inclusion for all students over the coming years.

As part of this commitment, we acknowledge that there are areas where we still have work to do to ensure equity of opportunities and support for success, such as our level of retention of minority faculty and our success in meeting the academic needs of students from differing high school backgrounds. Over the next five years, the College will pursue strategies identified by the Office of Intercultural Education that are focused on the themes of diversity and inclusion, affirmation and collaboration, student success, and student leadership development. The Pforzheimer Learning and Teaching Center will play an important part in developing and supporting innovative and effective programs to enhance student success for all members of our increasingly diverse student body. Finally, the College will make strenuous efforts to recruit, retain, and support a faculty that matches the breadth of our curriculum and the diversity of our students.



**NEW ENGLAND ASSOCIATION OF SCHOOLS AND COLLEGES
COMMISSION ON INSTITUTIONS OF HIGHER EDUCATION**

3 Burlington Woods, Suite 100, Burlington, MA 01803-4514
Voice: (781) 425 7785 Fax: (781) 425 1001 Web: <http://cihe.neasc.org>

AFFIRMATION OF COMPLIANCE WITH FEDERAL REGULATIONS RELATING TO TITLE IV

Periodically, member institutions are asked to affirm their compliance with federal requirements relating to Title IV program participation, including relevant requirements of the Higher Education Opportunity Act.

- 1. Credit Hour:** Federal regulation defines a credit hour as an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutional established equivalence that reasonably approximates not less than: (1) One hour of classroom or direct faculty instruction and a minimum of two hours of out of class student work each week for approximately fifteen weeks for one semester or trimester hour of credit, or ten to twelve weeks for one quarter hour of credit, or the equivalent amount of work over a different amount of time; or (2) At least an equivalent amount of work as required in paragraph (1) of this definition for other academic activities as established by the institution including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours. (CIHE Policy 111. See also *Standards for Accreditation* 4.34.)

URL	http://wellesley.smartcatalogiq.com/en/2013-2014/Course-Catalog/2013-2014-Course-Catalog (under second heading)
Print Publications	Course Catalog
Self-study/Fifth-year report Page Reference	

- 2. Credit Transfer Policies.** The institution's policy on transfer of credit is publicly disclosed through its website and other relevant publications. The institution includes a statement of its criteria for transfer of credit earned at another institution of higher education along with a list of institutions with which it has articulation agreements. (CIHE Policy 95. See also *Standards for Accreditation* 4.44 and 10.5.)

URL	http://www.wellesley.edu/registrar/credit
Print Publications	
Self-study/Fifth-year Report Page Reference	

- 3. Student Complaints.** "Policies on student rights and responsibilities, including grievance procedures, are clearly stated, well publicized and readily available, and fairly and consistently administered." (*Standards for Accreditation* 6.18, 10.5, and 11.8.)

URL	http://www.wellesley.edu/studentlife/aboutus/honor ; http://www.wellesley.edu/studentlife/aboutus/handbook/campus
Print Publications	
Self-study/Fifth-year Report Page Reference	

- 4. Distance and Correspondence Education: Verification of Student Identity:** If the institution offers distance education or correspondence education, it has processes in place to establish that the student who registers in a distance education or correspondence education course or program is the same student who participates in and completes the program and receives the academic credit. . . .The institution protects student privacy and notifies students at the time of registration or enrollment of any projected additional student charges associated with the verification of student identity. (CIHE Policy 95. See also *Standards for Accreditation* 4.42.)

Method(s) used for verification	n/a
Self-study/Fifth-year Report Page Reference	

- 5. FOR COMPREHENSIVE EVALUATIONS ONLY: Public Notification of an Evaluation Visit and Opportunity for Public Comment:** The institution has made an appropriate and timely effort to notify the public of an upcoming comprehensive evaluation and to solicit comments. (CIHE Policy 77.)

URL	n/a
Print Publications	
Self-study Page Reference	

The undersigned affirms that _____ (institution name) meets the above federal requirements relating to Title IV program participation, including those enumerated above.

Chief Executive Officer: _____

Date: 01/09/14

Wellesley College
Financial Statements
June 30, 2013 and 2012

Wellesley College
Index
June 30, 2013 and 2012

	Page(s)
Independent Auditor's Report	1-2
Financial Statements	
Statements of Financial Position.....	3
Statement of Activities Year Ended June 30, 2013	4
Statement of Activities Year Ended June 30, 2012	5
Statements of Cash Flows	6
Notes to Financial Statements	7-28



Independent Auditor's Report

To the Board of Trustees of
Wellesley College:

We have audited the accompanying financial statements of Wellesley College (the "College") which comprise the statement of financial position as of June 30, 2013 and 2012 and the related statements of activities and cash flows for the years then ended.

Management's Responsibility for the Financial Statements

Management is responsible for the preparation and fair presentation of the financial statements in accordance with accounting principles generally accepted in the United States of America; this includes the design, implementation and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

Auditor's Responsibility

Our responsibility is to express an opinion on the financial statements based on our audit. We conducted our audit 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 from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on our judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, we consider internal control relevant to the College's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the College's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.



Opinion

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of Wellesley College at June 30, 2013 and 2012 and the results of their operations and their cash flows for the years then ended in accordance with accounting principles generally accepted in the United States of America.

PricewaterhouseCoopers LLP

Boston, Massachusetts
October 31, 2013

Wellesley College
Statements of Financial Position
June 30, 2013 and 2012
(\$000s)

	2013	2012
Assets		
Cash and cash equivalents	\$ 31,674	\$ 40,541
Cash and cash equivalents, restricted	55,001	57,591
Accounts receivable, net	1,282	876
Loans receivable, net	8,714	8,615
Contributions receivable, net	54,593	48,484
Grants receivable	1,675	1,827
Prepaid, inventory and other assets	5,266	3,169
Operating investments	44,892	45,566
Investments	1,580,403	1,468,582
Planned giving investments	67,178	70,342
Collateral received for securities lending	984	963
Land, buildings and equipment, net	296,272	299,704
Total assets	<u>\$ 2,147,934</u>	<u>\$ 2,046,260</u>
Liabilities		
Accounts payable and accrued expenses	\$ 32,779	\$ 41,882
Student deposits and deferred revenues	2,560	3,761
Advances under grants and contracts	6,470	5,233
Annuities and unitrusts payable	33,317	36,134
Asset retirement and environmental obligations	20,427	19,781
Accrued pension liability	16,120	25,472
Liability under securities lending transactions	984	963
Bonds and notes payable	247,215	249,020
Government loan advances	4,569	4,569
Total liabilities	<u>364,441</u>	<u>386,815</u>
Net Assets		
Unrestricted	583,366	547,240
Temporarily restricted	745,062	668,932
Permanently restricted	455,065	443,273
Total net assets	<u>1,783,493</u>	<u>1,659,445</u>
Total liabilities and net assets	<u>\$ 2,147,934</u>	<u>\$ 2,046,260</u>

The accompanying notes are an integral part of these financial statements.

Wellesley College
Statement of Activities
Year Ended June 30, 2013
(\$000s)

	Unrestricted	Temporarily Restricted	Permanently Restricted	2013 Total
Operating revenues				
Tuition and fees	\$ 100,075	\$ -	\$ -	\$ 100,075
Room and board	28,224	-	-	28,224
Less: Financial aid				
Donor sponsored	(26,388)	-	-	(26,388)
Institutionally sponsored	(24,173)	-	-	(24,173)
Net tuition and fees	<u>77,738</u>	<u>-</u>	<u>-</u>	<u>77,738</u>
Auxiliary operations	5,206	-	-	5,206
Government grants	4,448	-	-	4,448
Private gifts and grants	17,253	7,205	-	24,458
Investment return designated for operations	38,739	41,185	-	79,924
Other	3,736	-	-	3,736
Net assets released from restrictions	45,463	(45,463)	-	-
Total operating revenues	<u>192,583</u>	<u>2,927</u>	<u>-</u>	<u>195,510</u>
Operating expenses				
Instruction and departmental research	87,157	-	-	87,157
Sponsored research and other programs	11,071	-	-	11,071
Library	9,767	-	-	9,767
Student services	42,819	-	-	42,819
General administration	15,243	-	-	15,243
General institutional	28,334	-	-	28,334
Auxiliary operations	11,841	-	-	11,841
Total operating expenses	<u>206,232</u>	<u>-</u>	<u>-</u>	<u>206,232</u>
Change in net assets from operating activities	<u>(13,649)</u>	<u>2,927</u>	<u>-</u>	<u>(10,722)</u>
Nonoperating activities				
Investment return, net of spending allocation	30,054	66,985	58	97,097
Matured planned giving agreements	2,138	(4,619)	2,481	-
Gifts and pledges	1,734	11,802	9,253	22,789
Pension related changes other than net periodic pension cost	9,952	-	-	9,952
Net realized/unrealized gain on interest swap	4,932	-	-	4,932
Net assets released from restrictions	965	(965)	-	-
Total nonoperating revenues	<u>49,775</u>	<u>73,203</u>	<u>11,792</u>	<u>134,770</u>
Net change in net assets	<u>36,126</u>	<u>76,130</u>	<u>11,792</u>	<u>124,048</u>
Net assets				
Beginning of year	<u>547,240</u>	<u>668,932</u>	<u>443,273</u>	<u>1,659,445</u>
End of year	<u>\$ 583,366</u>	<u>\$ 745,062</u>	<u>\$ 455,065</u>	<u>\$ 1,783,493</u>

The accompanying notes are an integral part of these financial statements.

Wellesley College
Statement of Activities
Year Ended June 30, 2012
(\$000s)

	Unrestricted	Temporarily Restricted	Permanently Restricted	2012 Total
Operating revenues				
Tuition and fees	\$ 96,702	\$ -	\$ -	\$ 96,702
Room and board	27,436			27,436
Less: Financial aid				
Donor sponsored	(25,693)	-	-	(25,693)
Institutionally sponsored	(22,196)	-	-	(22,196)
Net tuition and fees	76,249	-	-	76,249
Auxiliary operations	6,440	-	-	6,440
Government grants	4,148	-	-	4,148
Private gifts and grants	17,289	4,848	-	22,137
Investment return designated for operations	38,003	40,389	-	78,392
Other	4,336	-	-	4,336
Net assets released from restrictions	40,426	(40,426)	-	-
Total operating revenues	<u>186,891</u>	<u>4,811</u>	<u>-</u>	<u>191,702</u>
Operating expenses				
Instruction and departmental research	85,225	-	-	85,225
Sponsored research and other programs	10,493	-	-	10,493
Library	9,479	-	-	9,479
Student services	40,627	-	-	40,627
General administration	10,225	-	-	10,225
General institutional	28,175	-	-	28,175
Auxiliary operations	12,016	-	-	12,016
Total operating expenses	<u>196,240</u>	<u>-</u>	<u>-</u>	<u>196,240</u>
Change in net assets from operating activities	<u>(9,349)</u>	<u>4,811</u>	<u>-</u>	<u>(4,538)</u>
Nonoperating activities				
Investment return, net of spending allocation	(25,182)	(46,745)	130	(71,797)
Matured planned giving agreements	2,520	(6,510)	3,990	-
Gifts and pledges	1,613	10,677	5,186	17,476
Pension related changes other than net periodic pension cost	(15,057)	-	-	(15,057)
Net realized/unrealized gain on interest swap	(13,085)	-	-	(13,085)
Loss on early extinguishment of debt	(2,430)	-	-	(2,430)
Net assets released from restrictions	3,508	(3,508)	-	-
Total nonoperating revenues	<u>(48,113)</u>	<u>(46,086)</u>	<u>9,306</u>	<u>(84,893)</u>
Net change in net assets	<u>(57,462)</u>	<u>(41,275)</u>	<u>9,306</u>	<u>(89,431)</u>
Net assets				
Beginning of year	<u>604,702</u>	<u>710,207</u>	<u>433,967</u>	<u>1,748,876</u>
End of year	<u>\$ 547,240</u>	<u>\$ 668,932</u>	<u>\$ 443,273</u>	<u>\$ 1,659,445</u>

The accompanying notes are an integral part of these financial statements.

Wellesley College
Statements of Cash Flows
Years Ended June 30, 2013 and 2012
(\$000s)

	2013	2012
Cash flows from operating activities		
Change in net assets	\$ 124,048	\$ (89,431)
Adjustment to reconcile change in net assets to net cash used in operating activities		
Depreciation and amortization	15,636	15,891
Contributions restricted for investments	(18,629)	(17,543)
Receipt of contributed securities	(1,135)	(1,636)
Realized and unrealized losses (gains) on investments	(171,341)	8,711
Change in discount and allowance for doubtful accounts	563	1,131
Unrealized loss (gain) on interest swap	(6,709)	11,320
Debt extinguishment charge	-	(533)
Bond premium	-	5,697
Changes in operating assets and liabilities		
Accounts receivable, net	(425)	(141)
Contributions receivable, net	(6,672)	(1,734)
Grants receivable	152	(607)
Prepaid, inventory and other assets	(2,097)	1,199
Accounts payable and accrued expenses	(1,055)	(1,990)
Student deposits and deferred revenue	(1,201)	(713)
Advances under grants and contracts	1,237	1,567
Annuities and unitrusts payable	(2,817)	(2,543)
Accrued pension liability	(9,952)	15,057
Net cash used in operating activities	<u>(80,397)</u>	<u>(56,298)</u>
Cash flows from investing activities		
Purchase of plant and equipment	(12,453)	(7,249)
Proceeds from student loans collections	393	704
Student loans issued	(473)	(632)
Decrease (increase) in restricted cash for construction funds	161	(53,356)
Decrease (increase) in restricted cash for plant and equipment	2,428	(4)
Purchases of investments	(489,986)	(347,993)
Proceeds from sales and maturities of investments	554,479	352,961
Net cash provided by (used in) investing activities	<u>54,549</u>	<u>(55,569)</u>
Cash flows from financing activities		
Proceeds from contributions for		
Investment in endowment	8,130	8,863
Investment in planned giving	3,608	5,689
Plant and equipment	6,891	2,991
Proceeds from bonds	-	149,010
Payments on bonds and notes payable	(1,648)	(52,808)
Net cash provided by financing activities	<u>16,981</u>	<u>113,745</u>
Net (decrease) increase in cash and cash equivalents	<u>(8,867)</u>	<u>1,878</u>
Cash and cash equivalents		
Beginning of year	40,541	38,663
End of year	<u>\$ 31,674</u>	<u>\$ 40,541</u>
Contributed securities	\$ 1,135	\$ 1,636
Cash paid for interest	8,129	5,339
Capital additions included in accounts payable and accrued expenses	938	845
Net change in securities lending	21	(254)

The accompanying notes are an integral part of these financial statements.

Wellesley College
Notes to Financial Statements
June 30, 2013 and 2012

1. Summary of Significant Accounting Policies

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 and losses 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 the permanent endowment. Temporarily restricted net assets generally result from contributions and other inflows of assets whose use by the College 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.

Wellesley College

Notes to Financial Statements

June 30, 2013 and 2012

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 pension related changes other than net periodic pension cost.

Cash and Cash Equivalents

Cash and 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 investments and planned giving investments, respectively. Restricted cash represents amounts for construction held by trustees in association with the Massachusetts Development Finance Agency Series J bond issue and amounts restricted by a donor for the Science Center and Power Plant.

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 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, exchange-traded futures contracts, debt futures contracts and other vehicles that may be appropriate in certain circumstances as permitted within the managers' investment guidelines. The College's external investment 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, charitable remainder unitrusts and annuities and perpetual trusts. 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 and investments on the Statement of Financial Position. Contribution revenues are recognized as of the date the donated assets are transferred

Wellesley College

Notes to Financial Statements

June 30, 2013 and 2012

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, and are included in annuities and unitrusts payable on the Statement of Financial Position.

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, as updated in 2009. Future utilization of gains is dependent on market performance.

Deficiencies of \$352,000 and \$1,535,000 for donor-restricted endowment funds, resulting from declines in market value, have been offset by an allocation from unrestricted net assets to temporarily restricted net assets for the years ended June 30, 2013 and 2012, respectively. As the market value of the portfolio increases, the deficiency will decrease.

Endowment Investment Return Spending Policy

The College has adopted endowment investment and spending policies that attempt to provide a predictable stream of funding to programs supported by its endowment while seeking to maintain the purchasing power of endowment assets. The College's investment strategy is based on a long-term Policy Portfolio that serves as a guide for asset allocation. The Policy Portfolio was established with the goal of balancing long-term returns and risks by increasing portfolio diversification through the allocation of assets to less efficient asset classes. The return objective for the endowment assets, measured over a full market cycle, is to maximize the return against a blended index, based on the endowment's target allocation applied to the appropriate individual benchmarks. The College uses a "total return" approach to managing endowment assets in which investment returns are achieved through both capital appreciation (realized and unrealized gains) and current yield (interest and dividends). 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.

In October 2010, the Board of Trustees approved a revised Endowment Spending Policy effective for the year ended June 30, 2012. Wellesley's revised Endowment Spending Policy is based on a combination of the prior year's spending and prior year's endowment value with a weighting of 80% and 20%, respectively. The amount of allowable spending will be capped at 5.5% or no less than 4.0% of the average of the last three endowment values adjusted for inflation, with a target of approximately 4.5% of the prior year endowment market value. The sources of the payout are endowment earned income (interest and dividends), both current and previously reinvested income and a portion of realized gains. Investment return earned in prior years may be utilized if current year income is less than current year spend. The spending policy is designed to insulate investment policy from budgetary pressures, and to insulate program spending from fluctuations in capital markets.

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.

Wellesley College
Notes to Financial Statements
June 30, 2013 and 2012

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 2013 and 2012, are reported net of allowances for doubtful accounts of \$253,000 and \$272,000, respectively. Loans receivable for 2013 and 2012, are reported net of allowances for doubtful loans of \$713,000 and \$694,000, respectively. The provisions are intended to provide for student accounts and loans that may not be collected.

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.

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.

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.

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. Interest, depreciation, operations, and maintenance expenses have been allocated to functional expense classifications based on square footage utilized. 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	20–40
Buildings and building improvements	20–40
Equipment	4–12

Financial Aid

The Statement of Activities reflects financial aid as an offset to tuition and fee revenues. The College's financial aid is funded through private gifts, grants and endowment income. Additional grants, when necessary, are funded through unrestricted institutional resources.

Auxiliary Operations

Auxiliary operations include the Nehoiden Golf Club and 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 the direct expenses of running these operations, as well as an allocation for depreciation, debt service and physical plant maintenance and operation.

Wellesley College

Notes to Financial Statements

June 30, 2013 and 2012

Room and board revenue, previously reported as part of auxiliary operations, is reported independently as a separate line item in the current fiscal year. The correlating room and board expenses are included in the student services functional line item on the Statement of Activities.

Internal Revenue Code Status

The College has been granted tax-exempt status as a non profit organization under Section 501(c)(3) of the Internal Revenue Code.

Asset Retirement and Environmental Obligations

Asset retirement and environmental obligations (“ARO”) are legal obligations associated with long lived assets. The College recognizes the fair value of a liability for the legal obligations associated with environmental asset retirements in the period in which the obligation is incurred. These liabilities are initially recorded at fair value and the related asset retirement costs are capitalized by increasing the carrying amount of the related assets by the same amount as the liability. Asset retirement costs are subsequently depreciated over the useful lives of the related assets. Subsequent to the initial recognition, the College records period-to-period changes in the ARO liability resulting from the passage of time and revisions to either the timing or the amount of the original estimate of undiscounted cash flows. The College adjusts the ARO liabilities when the related obligations are settled. 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.

Interest Rate Swap

In fiscal year 2008, the College has entered into an interest rate swap agreement on the Massachusetts Development Finance Agency, Variable Rate Revenue Bonds, Series I in order to convert the variable rate debt to fixed rate, thereby 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 the nonoperating section of the statement of activities as net realized/unrealized gain on interest swap for the year ended June 30, 2013.

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.

New Accounting Pronouncements

On July 1, 2010, the College adopted new guidance enhancing the Fair Value Measurement standard. This standard requires further disclosure of significant transfers in and out of Level 1 and Level 2 fair value measurements, including the reasons for the transfers, and requires discussions of their fair value measurement disclosures on a disaggregated basis. On July 1, 2011, the College adopted the remaining enhancement of this standard. This standard required disclosure on the activity in the Level 3 rollforward to be reported gross, rather than net, basis.

On July 1, 2010, the College adopted the accounting standard, Credit Quality. This standard requires the disclosure about the credit quality of financing receivables and the related allowance for credit losses. See section (f) of this note for additional information.

Wellesley College
Notes to Financial Statements
June 30, 2013 and 2012

Reclassifications

Certain amounts from the 2012 financial statements have been reclassified to conform to the 2013 presentation.

2. Contributions Receivable

Contributions receivable, net, is summarized as follows at June 30 (\$000s):

	2013	2012
Unconditional promises expected to be collected in		
Less than one year	\$ 25,623	\$ 3,943
One year to five years	32,407	47,668
Over five years	247	1,120
	<u>58,277</u>	<u>52,731</u>
Less: Discounts and allowance for uncollectible accounts	<u>3,684</u>	<u>4,247</u>
Net contributions receivable	<u>\$ 54,593</u>	<u>\$ 48,484</u>

Contributions receivable expected to be collected within one year are recorded at their net realizable value. Those expected to be collected in future years are recorded at the present value of estimated future cash flows. The present value of estimated future cash flows has been measured at the time of the contribution using rates indicative of the market and credit risk associated with the contribution. Discount rates used to calculate the present value of contributions receivable ranged from 2.6% to 5.10% at June 30, 2013 and 2012.

3. Land, Buildings and Equipment

Investment in land, buildings and equipment consists of the following at June 30 (\$000s):

	2013	2012
Land and land improvements	\$ 50,226	\$ 50,226
Buildings and building improvements	450,997	439,023
Equipment	8,676	8,395
Construction in progress	5,157	5,635
	<u>515,056</u>	<u>503,279</u>
Less: Accumulated depreciation	<u>218,784</u>	<u>203,575</u>
	<u>\$ 296,272</u>	<u>\$ 299,704</u>

Depreciation expense was \$15,792,000 and \$15,959,000 for the years ended June 30, 2013 and 2012, respectively.

The College recognized \$865,000 and \$830,000 of operating expenses relating to the accretion of environmental liabilities associated with the asset retirement obligations for the years ended June 30, 2013 and 2012, respectively. Conditional asset retirement obligations of \$20,427,000 and \$19,781,000 at June 30, 2013 and 2012, respectively, are presented in the Statement of Financial Position.

Wellesley College
Notes to Financial Statements
June 30, 2013 and 2012

4. Investments

The book and market values of investments at June 30, 2013 and 2012 were as follows:

(\$000s)	2013		2012	
	Book Value	Market Value	Book Value	Market Value
Endowment investments				
Investments pooled				
Cash and cash equivalents	\$ 59,432	\$ 59,432	\$ 36,856	\$ 36,856
Bonds	40,940	68,493	65,613	110,701
Equities	315,220	523,009	361,071	505,644
Private equity	255,993	295,908	249,679	291,083
Real assets	297,436	242,670	301,652	241,828
Absolute return	280,362	363,757	197,300	257,645
Other assets	851	851	852	852
Total pooled investments	1,250,234	1,554,120	1,213,023	1,444,609
Faculty mortgages	26,070	26,070	23,761	23,761
Total pooled investments and faculty mortgages	1,276,304	1,580,190	1,236,784	1,468,370
Investments not pooled				
Cash and cash equivalents	213	213	212	212
Total investments not pooled	213	213	212	212
Total endowment investments	1,276,517	1,580,403	1,236,996	1,468,582
Other investments				
Restricted construction funds	45,000	44,892	45,000	45,566
Total other investments	45,000	44,892	45,000	45,566
Total investments	\$ 1,321,517	\$ 1,625,295	\$ 1,281,996	\$ 1,514,148
Planned giving investments				
Separate Pooled Funds				
Cash and cash equivalents	\$ 579	\$ 579	\$ 1,937	\$ 1,937
Bonds	10,109	10,015	10,495	10,667
Equities	27,004	32,787	29,160	31,723
Total pooled funds	37,692	43,381	41,592	44,327
Unitrusts				
Cash and cash equivalents	265	265	252	252
Bonds	3,891	3,983	4,686	4,944
Equities	5,823	9,027	8,241	10,806
Other assets	1,887	1,887	2,022	2,022
Assets held by trustees	8,635	8,635	7,991	7,991
Total funds not pooled	20,501	23,797	23,192	26,015
Total planned giving investments	\$ 58,193	\$ 67,178	\$ 64,784	\$ 70,342

The absolute return 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 cash, bonds and equities are alternative investment vehicles including hedge funds with a market value of \$315,352,000 and \$258,593,000 and commingled funds with a market value of \$196,080,000 and \$189,961,000 at June 30, 2013 and 2012, respectively.

Wellesley College
Notes to Financial Statements
June 30, 2013 and 2012

The College is currently invested in exchange-traded futures contracts. The College uses these instruments to maintain target exposures to certain equity markets. The College had long futures exposures with a net ending fair value of \$9,666,000 and \$9,698,000, at June 30, 2013 and 2012, respectively. The net loss from these derivative instruments for the fiscal years ended June 30, 2013 and 2012 were \$334,000 and \$7,659,000, respectively, and are included in the investment return on the Statement of Activities.

The College's investment return from endowment and planned giving investments was as follows for the years ended June 30, 2013 and 2012 (\$000s):

	2013			
	Unrestricted	Temporarily Restricted	Permanently Restricted	Total
Dividends and interest (net of expenses of \$12,568)	\$ 2,707	\$ 2,298	\$ 58	\$ 5,063
Net realized and unrealized gains/losses	<u>53,722</u>	<u>118,236</u>	<u>-</u>	<u>171,958</u>
Total return on endowment and planned giving investments	56,429	120,534	58	177,021
Investment return designated for current operations	<u>(26,375)</u>	<u>(53,549)</u>	<u>-</u>	<u>(79,924)</u>
	<u>\$ 30,054</u>	<u>\$ 66,985</u>	<u>\$ 58</u>	<u>\$ 97,097</u>
	2012			
Dividends and interest (net of expenses of \$11,439)	\$ 545	\$ (2,095)	\$ 130	\$ (1,420)
Net realized and unrealized gains/losses	<u>142</u>	<u>7,873</u>	<u>-</u>	<u>8,015</u>
Total return on endowment and planned giving investments	687	5,778	130	6,595
Investment return designated for current operations	<u>(25,869)</u>	<u>(52,523)</u>	<u>-</u>	<u>(78,392)</u>
	<u>\$ (25,182)</u>	<u>\$ (46,745)</u>	<u>\$ 130</u>	<u>\$ (71,797)</u>

The total return consisting of realized and unrealized gains and losses and dividends and interest net of investment management and custodial fees was 12.47% and 0.75% for the fiscal years ended June 30, 2013 and 2012, respectively.

At June 30, 2013 and 2012 investment securities having a fair value of \$946,000 and \$937,000, 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 \$984,000 and \$963,000 and an offsetting liability for the return of the collateral on the Statement of Financial Position at June 30, 2013 and 2012, respectively.

Wellesley College
Notes to Financial Statements
June 30, 2013 and 2012

5. Fair Value Disclosures

The College has established a framework for measuring fair value under generally accepted accounting principles (GAAP). Fair value is an exit price, representing the amount that would be received to sell an asset or paid to transfer a liability in an orderly transaction between market participants. As such, fair value is a market-based measurement that should be determined based on assumptions that market participants would use in pricing an asset or liability. As a basis for considering assumptions, the College follows a three-tier fair value hierarchy, which prioritizes the inputs used in measuring fair value as follows:

- Level 1 Observable inputs such as quoted prices in active markets;
- Level 2 Inputs, other than the quoted prices in active markets, that are observable either directly or indirectly; and
- Level 3 Unobservable inputs in which there is little or no market data.

The following fair value hierarchy tables present information about the College's assets and liabilities measured at fair value on a recurring basis based upon the lowest level of significant input to the valuations at June 30, 2013 and 2012.

(\$000s)	2013			
	Level 1	Level 2	Level 3	Total
Investments				
Equities	\$ 124,679	\$ 379,392	\$ 18,938	\$ 523,009
Bonds	-	68,493	-	68,493
Private equity	946	-	294,962	295,908
Real assets	-	13,836	228,834	242,670
Absolute return	61,585	70,917	231,255	363,757
Cash and other assets	59,645	44,892	851	105,388
Planned giving investments	4,440	52,216	10,522	67,178
Total assets at fair value	<u>\$ 251,295</u>	<u>\$ 629,746</u>	<u>\$ 785,362</u>	<u>\$ 1,666,403</u>
Interest rate swap	-	-	9,544	9,544
Total liabilities at fair value	<u>\$ -</u>	<u>\$ -</u>	<u>\$ 9,544</u>	<u>\$ 9,544</u>

(\$000s)	2012			
	Level 1	Level 2	Level 3	Total
Investments				
Equities	\$ 146,884	\$ 339,770	\$ 18,990	\$ 505,644
Bonds	16,603	94,098	-	110,701
Private equity	-	-	291,083	291,083
Real assets	-	13,831	227,997	241,828
Absolute return	-	79,510	178,135	257,645
Cash and other assets	37,068	45,566	852	83,486
Planned giving investments	5,629	54,835	9,878	70,342
Total assets at fair value	<u>\$ 206,184</u>	<u>\$ 627,610</u>	<u>\$ 726,935</u>	<u>\$ 1,560,729</u>
Interest rate swap	-	-	16,253	16,253
Total liabilities at fair value	<u>\$ -</u>	<u>\$ -</u>	<u>\$ 16,253</u>	<u>\$ 16,253</u>

Wellesley College
Notes to Financial Statements
June 30, 2013 and 2012

Interest rate swaps are valued at the present value of the series of net cash flows resulting from the exchange of fixed-rate payments for floating rate payments over the remaining life of the contract from balance sheet date. Each floating rate payment is calculated based on forward market rates at valuation date for each respective payment date. Inputs to determine discount factors and forward rates include market prices for reference securities, yield curves, credit curves, measures of volatility, prepayment rates, assumptions for nonperformance risk, and correlations of such inputs. Certain inputs are unobservable; therefore the fair value is categorized as Level 3.

The following tables present the assets and liability carried at fair value as of June 30, 2013 and 2012 that are classified within Level 3 of the fair value hierarchy. The table reflects gains and losses for the year, including gains and losses on assets and liabilities that were transferred to Level 3 during the year, for all assets and liabilities categorized as Level 3. Additionally, both observable and unobservable inputs may be used to determine the fair value of positions that the College has classified within the Level 3 category. As a result, the unrealized gains and losses for assets and liabilities within Level 3 may include changes in fair value that were attributable to both observable and unobservable inputs.

As a result of the FASB accounting standards reissued in May 2011, related to estimating fair value of investments, \$5,057,000 and \$13,831,000, has been reclassified from Level 3 to Level 2, for the years ended June 30, 2013 and 2012, respectively. The College had no reclassifications from Level 3 to Level 1 in the current year, and reclassified \$47,335,000 from Level 3 to Level 1 for the year ended June 30, 2012. The College had no transfers from Level 2 to Level 1 for the years ended June 30, 2013 and 2012.

2013						
(\$000s)	Balance at July 1, 2012	Realized and Unrealized Gains/Losses	Purchases	Sales	Transfer in/ (out) of Level 3	Balance at June 30, 2013
Equities	\$ 18,990	\$ (204)	\$ 152	\$ -	\$ -	\$ 18,938
Private equity	291,083	38,856	50,035	(85,012)	-	294,962
Real assets	227,997	17,898	19,183	(36,245)	-	228,833
Absolute return	178,135	25,028	38,045	(4,896)	(5,057)	231,255
Cash and other assets	852	6,796	-	(6,797)	-	851
Planned giving investments	9,878	(4,363)	2,465	(1,267)	3,809	10,522
Interest rate swap - asset/liability	(16,253)	6,709	-	-	-	(9,544)
Balances at June 30, 2013	\$ 710,682	\$ 90,720	\$ 109,880	\$ (134,217)	\$ (1,248)	\$ 775,817

2012						
(\$000s)	Balance at July 1, 2011	Realized and Unrealized Gains/Losses	Purchases	Sales	Transfer in/ (out) of Level 3	Balance at June 30, 2012
Equities	\$ 22,986	\$ (5,592)	\$ 1,596	\$ -	\$ -	\$ 18,990
Private equity	302,276	18,290	64,168	(93,651)	-	291,083
Real assets	245,188	(3,185)	22,187	(17,233)	(18,960)	227,997
Absolute return	124,796	1,357	68,520	(16,538)	-	178,135
Cash and other assets	881	2,771	-	(2,800)	-	852
Planned giving investments	59,722	(1,017)	3,628	(5,120)	(47,335)	9,878
Interest rate swap - asset/liability	(4,933)	(11,320)	-	-	-	(16,253)
Balances at June 30, 2012	\$ 750,916	\$ 1,304	\$ 160,099	\$ (135,342)	\$ (66,295)	\$ 710,682

The amount of total gains or losses for the year included in Investment Return in the Statement of Activities attributed to the change in unrealized gains or losses relating to assets still held at June 30, 2013 and 2012 are \$75,239,000 and (\$83,710,000), respectively.

Wellesley College
Notes to Financial Statements
June 30, 2013 and 2012

The College uses Net Asset Value (NAV) or its equivalent to determine the fair value of certain investments, which may not have a readily determined fair value. These investments also have various redemption restrictions and redemption terms. The following investments are measured at NAV as of June 30, 2013 and 2012.

2013				
(\$000s)	NAV in Funds	Unfunded Commitments	Timing to Draw Commitments	Redemption Terms/Restrictions
Investment				
Private equity	\$ 294,962	\$ 87,295	1 to 10 years	Funds are private equity, no ability to redeem.
Real assets	242,669	98,797	1 to 10 years	Funds are private equity, no ability to redeem.
Equities	398,330		1 to 10 years	89% of NAV is redeemable within 90 days; 3% of NAV is redeemable within a year; remaining 8% has a multi-year redemption period.
Bonds	68,492	-		93% of NAV is redeemable within 90 days; remaining 7% has a multi-year redemption period.
Absolute return	363,756	9,238	1 to 4 years	38% of NAV is redeemable within 90 days; 46% of NAV is redeemable within a year; remaining 16% has a multi-year redemption period.
Other assets	45,743	-		22% of NAV is redeemable within 90 days; 16% is redeemable within a year; 62% of NAV has a multi-year redemption period.
	<u>\$ 1,413,952</u>	<u>\$ 195,330</u>		

2012				
(\$000s)	NAV in Funds	Unfunded Commitments	Timing to Draw Commitments	Redemption Terms/Restrictions
Investment				
Private equity	\$ 291,083	\$ 99,352	1 to 10 years	Funds are private equity, no ability to redeem.
Real assets	241,828	53,286	1 to 10 years	Funds are private equity, no ability to redeem.
Equities	358,760	152	1 to 10 years	80% of NAV is redeemable within 90 days; 10% of NAV is redeemable within a year; remaining 10% has a multi-year redemption period.
Bonds	94,098	-		76% of NAV is redeemable within 90 days; 16% of NAV is redeemable within a year; remaining 8% has a multi-year redemption period.
Absolute return	257,645	12,862	1 to 4 years	15% of NAV is redeemable within 90 days; 43% is redeemable within a year;
Other assets	46,418	-		42% of NAV has a multi-year redemption period.
	<u>\$ 1,289,832</u>	<u>\$ 165,652</u>		No ability to redeem

Beneficial interests in outside trusts held by third parties are valued at the present value of distributions expected to be received over the term of the agreement. Inputs used to value the College's interest in these trust are considered unobservable and are categorized as Level 3.

6. 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.

Wellesley College
Notes to Financial Statements
June 30, 2013 and 2012

Pooled funds were as follows as of June 30:

	2013	2012
Investments in pooled funds and faculty mortgages, market value (\$000s)	\$ 1,580,190	\$ 1,468,370
Total number of units	2,563,627	2,533,983
Market value per unit	616.39	579.48
Distribution per unit	31.36	31.11

The following are the components of the pooled and nonpooled endowment funds at market value at June 30, 2013 and 2012 (\$000s):

	Units	Pooled Endowment	Nonpooled Endowment	Total Endowment
2013 Funds				
Endowment and similar funds				
Endowment funds	1,625,532	\$ 1,001,961	\$ -	\$ 1,001,961
Term funds	96,705	59,607	213	59,820
Quasi-endowment	841,390	518,622	-	518,622
	<u>2,563,627</u>	<u>\$ 1,580,190</u>	<u>\$ 213</u>	<u>\$ 1,580,403</u>
2012 Funds				
Endowment and similar funds				
Endowment funds	1,610,607	\$ 933,316	\$ -	\$ 933,316
Term funds	89,553	51,895	212	52,107
Quasi-endowment	833,778	483,159	-	483,159
	<u>2,533,938</u>	<u>\$ 1,468,370</u>	<u>\$ 212</u>	<u>\$ 1,468,582</u>

7. 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 \$15,129,000 and \$13,854,000 at June 30, 2013 and 2012, respectively.

Mortgages due from faculty of \$26,070,000 and \$23,761,000 at June 30, 2013 and 2012, respectively, are included within investments on the Statement of Financial Position.

At June 30, 2013, the College had thirteen Charitable Gift Annuities invested alongside the endowment with a market value of \$3,846,000. These assets are included within the investments total on the Statement of Financial Position.

Wellesley College

Notes to Financial Statements

June 30, 2013 and 2012

8. Notes and Bonds Payable

Indebtedness at June 30, 2013 and 2012 includes various bonds issued through the former Massachusetts Health and Education Facilities Authority (the Authority). On October 1, 2010, pursuant to certain provisions of Chapter 240 of the Acts of 2010 of the Massachusetts Legislature, signed into law by the Massachusetts governor on August 5, 2010, the Authority was merged into the Massachusetts Development Finance Agency (MDFA). Interest payments on debt totaled \$6,352,000 and \$3,574,000 during fiscal years 2013 and 2012, respectively.

During January 2008, the College issued \$57,385,000 in Series I tax-exempt variable rate demand bonds. The proceeds have been used for major asset preservation and modernization projects and were 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 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, 2009, the trust fund of \$31,069,000 was available to service principal and interest obligations, which was fully repaid on July 1, 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.

During April 2012, the College issued \$49,800,000 in Series J tax-exempt bonds. The bonds mature in 2042. The proceeds will be used for major asset preservation and modernization projects. The College incurred bond issue costs of \$499,000 associated with the issue which have been capitalized and are being amortized over the life of the bonds. At June 30, 2013 and 2012, restricted cash included \$55,001,000 of construction funds held by trustees that will be drawn down to fund various construction projects.

During April 2012, the College issued \$99,210,000 in Series K taxable bonds. The bonds mature in 2042. The proceeds will be used for major asset preservation and modernization projects and were used to retire \$50,040,000 of Series H bond debt. The College recognized a debt extinguishment charge of \$2,430,000 at June 30, 2012, which has been reflected in the Statement of Activities. The refunding allows the College to realize the present value savings in restructuring of the College's debt. The College incurred costs of \$525,000 associated with the issue which have been capitalized and are being amortized over the life of the bonds. At June 30, 2013 and 2012, operating investments included \$44,892,000 and \$45,566,000, respectively, of construction funds that will be drawn down to fund various construction projects.

The College has two lines of credit with different banks. The College may borrow up to \$40 million with various terms and interest rates at LIBOR plus 1/5 of 1%. There were no amounts outstanding under this line of credit as of June 30, 2013 and 2012. The second line of credit was entered into in February, 2013. The College may borrow up to \$50 million with various terms and interest rates. This line of credit expires on February 10, 2015. There were no amounts outstanding as of June 30, 2013.

Wellesley College
Notes to Financial Statements
June 30, 2013 and 2012

Balances of outstanding bonds and notes payable at June 30 consisted of the following (\$000s)

	2013	2012
MDFA, Series I, Variable Rate Demand Bonds, bearing interest at a daily rate, maturing July 2039. The rate at June 30, 2013 was 0.05%.	\$ 57,385	\$ 57,385
MDFA, Series H, Revenue Bonds issued at an interest rate of 4.0% to 5.0% maturing July 2033.	-	925
MDFA, Series G, Variable Rate Demand Bonds, bearing interest at a daily rate, maturing July 2039. The rate at June 30, 2013 was 0.05%.	20,000	20,000
MDFA, Series E, Variable Rate Demand Bonds, bearing interest at a daily rate, maturing July 2022. The rate at June 30, 2013 was 0.04%.	9,600	10,400
MDFA, Series J, Revenue Bonds, issued at an interest rate of 5.0%, maturing 2042.	49,800	49,800
Wellesley College, Series K, Taxable Bonds, bearing interest at a rate of 0.782% to 4.046%, maturing 2042.	99,210	99,210
Notes Payable Promissory Note, principal maturing monthly. The rate at June 30, 2013 was 0.94%.	7,240	7,135
Total debt	<u>243,235</u>	<u>244,855</u>
Less unamortized bond issue costs	(1,484)	(1,489)
Add unamortized original issue premium	5,464	5,654
	<u>\$ 247,215</u>	<u>\$ 249,020</u>

The total of the College's bonds and notes payable described above matures as follows (\$000s):

2014	\$ 9,655
2015	2,695
2016	2,855
2017	3,020
2018	3,175
Thereafter	<u>221,835</u>
Total bonds and notes payable	<u>\$ 243,235</u>

In order to reduce exposure to floating interest rates on variable rate debt, 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, 2013 and 2012, the market value of the swap agreement amounted to a liability of \$9,544,000 and \$16,253,000, respectively. The fair value of the swaps is the estimated amount that the College would receive or pay to terminate the agreement at the reporting date, taking into account current interest rates and the current credit worthiness of the swap counterparties. The value of the interest rate swap is reflected within accounts payable and accrued expenses on the Statement of Financial Position. The change in fair value resulted in a gain of \$6,709,000 in 2013 and a loss of \$11,320,000 in 2012 which is reflected in the nonoperating activities section of the Statement of Activities. Additionally, the College paid net interest expense in association with the swap agreement of \$1,777,000 and \$1,765,000 which is reflected as part of

Wellesley College

Notes to Financial Statements

June 30, 2013 and 2012

the net realized/unrealized loss/gain on interest swap for the years ended June 30, 2013 and 2012, respectively. This financial instrument necessarily involves counterparty credit exposure and the College's own nonperformance risk. The counterparty for this swap agreement is a major financial institution that meets the College's criteria for financial stability and credit-worthiness.

The College has outstanding debt at June 30, 2013 fixed rate debt of \$149,935,000 and variable rate debt of \$87,785,000. 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, 2013 approximates \$145,859,000. 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.

In the event that the College receives notice of any optional tender on its variable-rate bonds, or if the bonds become subject to mandatory tender, the purchase price of the bonds will be paid from the remarketing of such bonds. However, if the remarketing proceeds are insufficient, the College will be obligated to purchase the bonds tendered with internal liquidity.

9. 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. Split-interest agreements are included in planned giving investments, and at June 30, 2013, there is approximately \$3,846,000 invested alongside the endowment, which are included within the investments total on the Statement of Financial Position. 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 rate of return of 6%. The liability of \$33,317,000 and \$36,134,000 at June 30, 2013 and 2012, 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.

10. 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 \$8,331,000 and \$7,900,000, respectively, for the years ended June 30, 2013 and 2012.

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 thirty-six months 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 cost was June 30, 2013 and 2012.

Wellesley College
Notes to Financial Statements
June 30, 2013 and 2012

The significant assumptions underlying the actuarial computations at June 30 were as follows:

	2013	2012
Assumptions used to determine benefit obligations		
Discount rate	4.700%	4.000%
Rate of compensation increase	3.000%	3.500%
Assumptions used to determine net periodic benefit cost		
Discount rate	4.000%	5.500%
Expected return on plan assets	7.200%	7.200%
Rate of compensation increase	3.500%	3.500%
Change in projected benefit obligation (\$000s)		
Benefit obligation at end of prior year	\$ 62,928	\$ 46,908
Service cost	2,275	1,533
Interest cost	2,542	2,505
Actuarial (gain) loss, net of administrative expenses paid	(6,820)	13,439
Benefits paid	<u>(1,806)</u>	<u>(1,457)</u>
Benefit obligation at end of year	<u>\$ 59,119</u>	<u>\$ 62,928</u>
Accumulated benefit obligation	<u>\$ 50,675</u>	<u>\$ 52,229</u>
Change in plan assets (\$000s)		
Fair value of plan assets at end of prior year	\$ 37,456	\$ 35,298
Actual return on plan assets, net of administrative expenses	4,348	615
Employer contributions	3,000	3,000
Benefits paid	<u>(1,806)</u>	<u>(1,457)</u>
Fair value of plan assets at end of year	<u>\$ 42,998</u>	<u>\$ 37,456</u>
Funded status (\$000s)		
Funded status	\$ (16,120)	\$ (25,472)
Components of net periodic benefit cost (\$000s)		
Service cost	\$ 2,275	\$ 1,533
Interest cost	2,542	2,505
Expected return on plan assets	(2,745)	(2,588)
Amortization of prior service cost	64	64
Net loss (gain) on amortization	<u>1,463</u>	<u>291</u>
Net periodic benefit cost	<u>\$ 3,599</u>	<u>\$ 1,805</u>

Wellesley College
Notes to Financial Statements
June 30, 2013 and 2012

	2013	2012
New net actuarial (gain) loss	\$ (8,424)	\$ 15,412
Net (loss) gain on amortization	(1,464)	(291)
Amortization of prior service cost	(64)	(64)
	<u>\$ (9,952)</u>	<u>\$ 15,057</u>
Amounts recognized in the statement of financial position consist of a liability	\$ (16,120)	\$ (25,472)
Other changes in plan assets and benefit obligations recognized in unrestricted net assets		
Net prior service cost	216	281
Net actuarial loss	14,399	24,286
	<u>\$ 14,615</u>	<u>\$ 24,567</u>

The amount expected to be recognized as amortization of prior net service and the (gain)/loss to be recognized both as components of net periodic cost in both years are \$64,500.

2014	\$ 2,246
2015	2,436
2016	2,842
2017	3,117
2018	3,500
2019-2023	20,309

The College expects to make employer contributions into the plan of \$2,000,000 in the 2014 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 cash equivalents	3
	<u>100 %</u>

Wellesley College
Notes to Financial Statements
June 30, 2013 and 2012

The following lists the Plan's asset allocation at June 30, 2013 and 2012:

Asset Category	Value at June 30, 2013	2013	2012
Equity securities	\$ 26,650	62 %	63 %
Real estate investment trust	1,727	4	4
Commodities	1,668	4	5
Fixed income	11,194	26	27
Cash and cash equivalents	1,760	4	1
	<u>\$ 42,999</u>	<u>100 %</u>	<u>100 %</u>

All pension plan assets are Level 2 assets, and all plan assets are in commingled funds.

The investment strategy for the pension assets is consistent with the approach to all other investment assets. The policies and strategies governing all investments for the College are designed to achieve targeted investment objectives while managing risk prudently. Risk management strategies include maintaining a diversified portfolio based on asset class, investment approach and security holdings. For the pension plan assets, an additional strategy is to maintain sufficient liquidity to meet benefit obligations as they become current.

11. Net Assets

Net assets consist of the following at June 30, 2013 and 2012:

<i>(\$000s)</i>	2013	2012
Unrestricted		
Designated for specific purposes and plant	\$ 97,586	\$ 106,804
Quasi-endowment	486,132	441,971
Deficiencies in donor-restricted endowments	(352)	(1,535)
	<u>583,366</u>	<u>547,240</u>
Temporarily restricted		
Endowment and similar funds including pledges	646,205	583,004
Annuity, life income and unitrusts including pledges	36,975	33,584
Deficiencies in donor-restricted endowments	352	1,535
Other restricted	61,530	50,809
	<u>745,062</u>	<u>668,932</u>
Permanently restricted		
Endowment including pledges	455,065	443,273
	<u>455,065</u>	<u>443,273</u>
	<u>\$ 1,783,493</u>	<u>\$ 1,659,445</u>

Wellesley College
Notes to Financial Statements
June 30, 2013 and 2012

12. Endowment

In August 2008, guidance was issued on endowments of not-for-profit organizations related to net asset classification of funds subject to an enacted version of the Uniform Prudent Management of Institutional Funds Act, and additional guidance was issued on enhanced disclosures for all endowment funds, which, among other things, provides guidance on the net asset classification of donor-restricted endowment funds for a not-for-profit organization that is subject to an enacted version of the Uniform Prudent Management of Institutional Funds Act of 2006 (UPMIFA) and additional disclosures about an organization's endowment funds.

The College's endowment consists of approximately 3,000 individual funds established for a variety of purposes. The endowment includes both donor-restricted endowment funds and funds designated by the Board of Trustees to function as endowments. Net assets associated with endowment funds, including funds designated by the Board of Trustees to function as endowments, are classified and reported based on the existence or absence of donor-imposed restrictions.

At June 30, 2013, the endowment net asset composition by type of fund consisted of the following:

<i>(\$000s)</i>	Unrestricted	Temporarily Restricted	Permanently Restricted	Total
Donor-restricted funds	\$ -	\$ 625,935	\$ 431,772	\$ 1,057,707
Board-designated and other unrestricted funds	518,630	-	-	518,630
	<u>\$ 518,630</u>	<u>\$ 625,935</u>	<u>\$ 431,772</u>	<u>\$ 1,576,337</u>

Changes in endowment net assets for the year ended June 30, 2013, consisted of the following:

<i>(\$000s)</i>	Unrestricted	Temporarily Restricted	Permanently Restricted	Total
Endowment net assets at beginning of year	\$ 483,161	\$ 562,710	\$ 422,711	\$ 1,468,582
Investment income, net of expenses	2,931	5,951	-	8,882
Net appreciation (realized and unrealized)	54,471	110,592	-	165,063
	<u>540,563</u>	<u>679,253</u>	<u>422,711</u>	<u>1,642,527</u>
Contributions and transfers to endowment	4,442	231	9,061	13,734
Appropriation of endowment assets for expenditure	(26,375)	(53,549)	-	(79,924)
Endowment net assets at end of year	<u>\$ 518,630</u>	<u>\$ 625,935</u>	<u>\$ 431,772</u>	<u>\$ 1,576,337</u>

Wellesley College
Notes to Financial Statements
June 30, 2013 and 2012

At June 30, 2012, the endowment net asset composition by type of fund consisted of the following:

(\$000s)	Unrestricted	Temporarily Restricted	Permanently Restricted	Total
Donor-restricted funds	\$ -	\$ 562,710	\$ 422,711	\$ 985,421
Board-designated and other unrestricted funds	483,161	-	-	483,161
	<u>\$ 483,161</u>	<u>\$ 562,710</u>	<u>\$ 422,711</u>	<u>\$ 1,468,582</u>

Changes in endowment net assets for the year ended June 30, 2012, consisted of the following:

(\$000s)	Unrestricted	Temporarily Restricted	Permanently Restricted	Total
Endowment net assets at beginning of year	\$ 502,013	\$ 609,751	\$ 411,919	\$ 1,523,683
Investment income, net of expenses	698	1,417	-	2,115
Net appreciation (realized and unrealized)	1,775	3,186	-	4,961
	<u>504,486</u>	<u>614,354</u>	<u>411,919</u>	<u>1,530,759</u>
Contributions and transfers to endowment	4,544	879	10,792	16,215
Appropriation of endowment assets for expenditure	<u>(25,869)</u>	<u>(52,523)</u>	<u>-</u>	<u>(78,392)</u>
Endowment net assets at end of year	<u>\$ 483,161</u>	<u>\$ 562,710</u>	<u>\$ 422,711</u>	<u>\$ 1,468,582</u>

13. Commitments and Contingencies

In 1975 the College identified the presence of soil tainted with various hazardous materials on the site of an abandoned 19th century paint factory acquired by the College in 1932. For the purposes of investigation and potential cleanup, the site has been segmented into various sub-areas, as follows: (1) the "Upper/Wetland/Pond" portion consisting of the former upland site of the paint factory, Paint Shop Pond, adjacent wetlands and Upper Waban Brook; (2) Lake Waban; and (3) Lower Waban Brook.

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

Wellesley College
Notes to Financial Statements
June 30, 2013 and 2012

the monitoring and maintenance of the engineered barrier are charged to operations. Total expenses for this project were \$144,000 and \$171,000, respectively, for the years ended June 30, 2013 and 2012. 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 2005. The periodic monitoring program was initiated in 2008. The cost of this program is insignificant.

The Lower Waban Brook remedial project was originally anticipated to be undertaken in 2009 and was estimated to cost \$3,600,000. Early project designs based upon risk assessments and feasibility studies performed prior to 2000 were not embraced by all constituents as satisfactory. Additional hydrological data gathering has been undertaken in keeping with proposals still under review with DEP, with the intent to develop an updated feasibility study and remedy selection process. It is desirable but not yet clear whether a new process will result in material increases to previous project cost estimates. For the years ending June 30, 2013 and 2012 total expenses to the Lower Waban Brook remedial project were \$188,000 and \$22,000, respectively. A liability of \$2,589,000 and \$2,777,000 has been recorded as of June 30, 2013 and 2012, respectively, and is included in the Statement of Financial Position within accounts payable and accrued expenses.

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.

Outstanding commitments amounted to approximately \$195,947,000 and \$169,863,000 as of June 30, 2013 and 2012, respectively, for the following:

<i>(\$000s)</i>	2013	2012
Alternative investments	\$ 195,330,000	\$ 165,652,000
Construction contracts	617,000	4,211,000
	<u>\$ 195,947,000</u>	<u>\$ 169,863,000</u>

Wellesley College
Notes to Financial Statements
June 30, 2013 and 2012

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 of Wellesley \$111,000 annually as a guarantee for back-up power, at cost, to the College. This contract is in force until May 2014.

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.

14. Subsequent Events

The College has assessed the impact of subsequent events through October 31, 2013, the date the audited financial statements were available for issuance, and has concluded that there are no such events that require adjustment to the audited financial statements or disclosure in the notes of the audited financial statements.

Wellesley College

Comments and Recommendations

October 23, 2013





October 23, 2013

To the Audit Committee of the
Board of Trustees of Wellesley College

Members of the Audit Committee:

In planning and performing our audit of the financial statements of Wellesley College (the "College") as of and for the year ended June 30, 2013, in accordance with auditing standards generally accepted in the United States of America, we considered its internal control over financial reporting as a basis for designing our auditing procedures for the purpose of expressing our opinion on the financial statements, but not for the purpose of expressing an opinion on the College's internal control over financial reporting. Accordingly, we do not express an opinion on the College's internal control over financial reporting.

Our consideration of internal control over financial reporting was for the limited purpose described in the preceding paragraph and was not designed to identify all deficiencies in internal control over financial reporting that might be significant deficiencies or material weaknesses and therefore, there can be no assurance that all deficiencies, significant deficiencies, or material weaknesses have been identified.

AU 325, *Communicating Internal Control Related Matters Identified in an Audit*, of the AICPA Professional Standards includes the following definitions of a deficiency, a significant deficiency and a material weakness:

Deficiency - a deficiency in internal control exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct misstatements on a timely basis.

Significant deficiency - a deficiency, or combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

Material weakness - a deficiency, or combination of deficiencies, in internal control such that there is a reasonable possibility that a material misstatement of the entity's financial statements will not be prevented, or detected and corrected on a timely basis.

We did not identify any deficiencies in internal control over financial reporting that we consider to be material weaknesses as defined above.

Control deficiency: See attachment for detailed comment related to segregation of duties among individuals responsible for creating and posting manual journal entries.

Operational or business observation: See attachment for detailed comment related to policies and procedures over gifts and pledges.

This letter is intended solely for the information and use of the Audit Committee, Board of Trustees and management, and is not intended to be and should not be used by anyone other than these specified parties.

If you would like any further information or would like to discuss any of the issues raised, please contact Christine Freyermuth at (617) 530-4507.

Very truly yours,

A handwritten signature in black ink that reads "PricewaterhouseCoopers LLP". The signature is written in a cursive, flowing style.

PricewaterhouseCoopers LLP

cc: H. Kim Bottomly, President
Ben Hammond, Vice President for Finance and Administration
Melissa Fletcher, Interim Assistant VP for Finance and Controller

Contents

Current Year Comments

1. Segregation of duties among individuals responsible for creating and posting manual journal entries1
2. Policies and procedures over gifts and pledges2

No Prior Year Comments

Current Year Comments

1. Segregation of duties among individuals responsible for creating and posting manual journal entries

Observation / Impact

The design of an entity's controls over journal entries and other adjustments ("JEs") usually encompasses some combination of:

- Segregation of duties among individuals responsible for initiating JEs, reviewing and approving JEs, and recording JEs.
- Other controls designed to prevent or detect fictitious or unauthorized JEs or material errors in the processing of JEs.
 - Review and approval of all or a selection of posted JEs by an independent authorized individual
 - Reviews of account balances, account reconciliations, operating results, or other metrics to the extent effective in detecting material misstatements that may have been created through JE processing.

In connection with our review of management's financial close process, specifically through testing of journal entries, we noted that management has internal controls in place in which journal entries are electronically sent to the finance office to be posted, and individuals responsible for reviewing that journal entry are copied on the email communication. There is no formal acknowledgement required to approve the journal entries.

However, we also noted that the Banner General Ledger system has unrestricted access such that the College's Controller has the ability to review and subsequently approve or post journal entries into Banner. There is no review performed for those journal entries which are prepared by the Controller. The lack of a formal review over these journal entries can lead to inaccurate or inappropriate information being recorded in the general ledger.

Recommendation

We recommend that management enhance controls in the financial close process to ensure that proper segregation of duties for creating, reviewing and posting journal entries is implemented appropriately. Additionally, we recommend a more formalized review process for journal entries to ensure individuals are reviewing and signing off on the entries.

Management Response

Given that the journal entry process is decentralized at the College, and at most colleges of our size, it would not be operationally feasible for the College to have a process by which journal entries were required to be individually approved prior to posting, especially in academic departments. Instead, the College relies on the negative response process as a way to provide a control environment better suited to our organizational structure that allows for timely processing of journal entries.

Although no formal review process currently exists for the journal entries prepared by the Controller, the College believes adequate mitigating controls, such as segregation of duties and monthly reconciliations are in place and would prevent improper activity from being recorded. Going forward, the College will work to update policies and procedures surrounding journal entries, and specifically will enhance controls related to the year-end closing activities.

2. *Policies and procedures over gifts and pledges*

Observation / Impact

Gifts and pledges are reported in separate classes of net assets based on the existence or absence of donor-imposed restrictions. In connection with our testing of gifts and pledges we noted that in certain instances there was no donor documentation on file that specified the donor intention of the respective gift. We noted that under the current policy, any gifts received with no indication of donor intention or restriction do not always require the College to contact the donor and clarify the purpose of the gift.

Recommendation

We recommend that the College review their current policies and procedures around gifts and pledges received with no donor documentation on intentions or restrictions. As the College's gift activity increases with their next capital campaign, it will be important to ensure that there are clear policies on obtaining donor documentation for all gifts and pledges to ensure the gifts are used in accordance with the donor's intentions.

Management Response

Members of the Controller's and Resources Offices meet monthly to discuss various cross-divisional topics. Included in these meetings are discussions of process improvements that can be made regarding gift policies and procedures. As we move into our next capital campaign, enhanced clarification of donor restrictions (or lack thereof) will be a top priority for both offices.

Standard 1: Mission and Purposes

Attach a copy of the current mission statement.

Document		URL		Date Approved by the Governing Board
Institutional Mission Statement	?	http://www.wellesley.edu/about/missionandvalues	?	Approved in 1989 & re-endorsed in 1998

Standard 2: Planning and Evaluation

PLANS

Strategic Plans

	Year of Completion		Effective Dates	URL	
Current Strategic Plan	?	2013	?	2008-2013	See attached.
Next Strategic Plan	?		?		

Other institution-wide plans

Master plan	?	2020-2025	?		?	https://www.wellesley.edu/about/2025
Academic plan	?	2015		2011-2015		See Attached.
Financial plan	?					
Technology plan	?	ongoing		December 2012 -		http://www.wellesley.edu/lts/about
Enrollment plan	?					
Development plan	?					

(Add rows for additional institution-wide plans, as needed.)

EVALUATION

Program review system (colleges and departments). System last updated:
 Program review schedule (e.g., every 5 years)

	URL
	?
	2012
	See attached.

Long-term Institutional Goals (2008-2013) and Annual Priorities

The Academic Program

- 1. Goal: To ensure that the academic program continues to evolve to include new fields and new approaches and to prepare our students for the modern world.**

Priorities:

Establish a faculty committee charged with developing a rational academic planning process that incorporates a view of the college's mission with the budget process and that considers both the college's long-term and short-term needs and goals and initiate plans that emerge from the committee.

Work with departments and interdepartmental programs to develop appropriate assessments that will both be helpful locally and aid in our reaccreditation. Take advantage of improved college data bases to continually assess academic programs to measure student engagement and student experience in courses and in departments, and institutionally through the Office of Institutional Research (OIR).

Review and evaluate the recommendations of the Task Force on the Arts and their implications for the performing and visual arts and the Davis Museum and Cultural Center.

- 2. Goal: To make certain that all students have access to the excellence of a Wellesley education.**

Priorities:

Assess the faculty advising program implemented with the Class of 2011. Continue to enhance advising for upperclass students including carrying forward the advising program for the Class of 2011 into the sophomore year.

Examine the place and purpose of experiential learning in a Wellesley education; decide the appropriate goal for student participation in experiential learning (research opportunities on and off campus, internships, and wintersession courses), and take steps to achieve that goal.

Extend Supplemental Instruction into more courses and evaluate its effectiveness.

Evaluate the WellesleyPlus Program as a new cohort-based model occurring during the academic year and connected to courses for students who are less prepared for Wellesley. Consider expanding it as an enhanced first year program for all students.

- 3. Goal: To hire and retain an excellent, diverse faculty.**

Priorities:

Meet the office, teaching and research space and technology needs of, and provide sufficient start-up funds for, large cohorts of new faculty members.

Improve outreach and recruitment, particularly in Hispanic/Latina populations.

Develop new named assistant professorships to recruit exceptional junior faculty members to the college. Develop opportunities for endowed professorships based on the recommendations of the academic planning committee.

Maintain competitive salaries and benefits based on a series of benchmarks and a sabbatical leave policy that enables faculty members to sustain a competitive scholarly program.

Implement the recommendations of the Governance Working Group to increase the use of merit-based compensation for tenured faculty.

Assess the needs of junior faculty whom we want to retain. Participate in a Collaborative on Academic Careers in Higher Education (COACHE) survey to examine appointments policies and practices and campus climate and collegiality; and design effective programs to enhance faculty development throughout a faculty member's career.

Develop more creative approaches to address spousal employment needs.

4. Goal: To enrich the intellectual life of the faculty.

Priorities:

Increase funding opportunities for seed money for faculty who are seeking new directions in teaching and research.

Support faculty seminar programs across the college.

Evaluate the operation of the Newhouse Center for the Humanities (NCH) and ensure that it is meeting the intellectual needs of the faculty.

Student Recruitment and Admissions

1. Goal: To maintain Wellesley's competitive admission position.

Priorities:

Complete a comprehensive admission market study to assess Wellesley's reputation and competitive position with particular attention to the perception of cost and affordability. Evaluate and improve admission communication, including web presence, other emerging technologies and publications, and recruitment outreach travel and programming. Implement recommendations.

Review and evaluate current financial aid packaging policies. Conduct cost analysis for policies affecting lower- and middle-income students. Develop and implement recommended program or policy changes.

2. Goal: To attract a strong, diverse applicant pool and enroll a Class of 2012 that represents the increasing strength and diversity of recent classes.

Priorities:

Extend partnership with QuestBridge and Venture Scholars and expand travel stipend initiative to bring more counselors/advisors and students from partner organizations to campus for fall programs.

Expand campus visit initiatives to include more opportunities for students earlier in the college search process.

Develop mentor/outreach program for first-generation college students, with particular attention to serving students in key local public schools.

Engage alumnae admission and alumnae club volunteers in programming that connects alumnae with intermediary organizations, specific high schools with high ALANA populations in Boston, New York City and Washington, D.C. Increase participation of young ALANA alumnae in recruitment efforts and club activity and expand programs to other key cities.

3. Goal: To ensure outreach efforts are responsive to students' and families' concerns about affordability.

Priorities:

Enhance collaboration between Admissions and Student Financial Services to inform constituents about the benefits/outcomes of financial investment in a Wellesley education and deepen understanding of financial aid policy and process. Support additional programming in the Educational Financing area, both to inform applicants about the affordability of a Wellesley education and to extend financial literacy education to enrolled students.

Develop series of communications for parents, students and guidance counselors related to affordability, financing and financial aid.

Implement joint programming with Babson, Brandeis, Olin colleges to bring guidance counselors to campus with an emphasis on access and affordability.

Student Life, Support and Programs

1. Goal: To ensure that co-curricular learning meets the changing needs of the student body and the curriculum.

Priorities:

Reevaluate the goals of the Division of Student Life's co-curricular learning and student support programs, reassess each department's mission statement to refine the articulation of goals, and develop a mission statement for the division.

Provide student internship opportunities across a broader spectrum of fields, particularly addressing underrepresented areas (e.g., law and the arts) and enhance our commitment to the local

community by building deeper relationships with Boston-based service organizations and strengthening our community internship outreach.

Facilitate a cross-constituency project team to develop guiding principles for working with parents. Develop on-line resources to support parents as partners in advising students.

Assess the structures and programs that support students' physical and mental health and wellness including: intramurals, club sports, recreation, health education, health and counseling services, and alter as appropriate.

2. Goal: To continue to assess the quality and effectiveness of the programs in the division of student life and ensure that the overall structure supports the student experience at a residential college.

Priorities:

Review the structures that support student social life and student development through extracurricular activities. Supplement staffing for student activities to improve the quality of programs and student organization advising.

Conduct reviews of the residential life and disability service programs and develop recommendations based on those reviews.

More fully integrate technology into the operations of student life departments in order to improve delivery of services and to expand access to information for students. Select and implement tools and applications to meet high priority needs.

Multicultural Community

1. Goal: To continue to develop institutional practices, programs and structures that support our multicultural community and promote a welcoming and inclusive campus climate.

Priorities:

Develop an effective leadership structure in consultation with the appropriate committees and with information about best practices at other institutions.

Develop an integrative campus-wide diversity plan with specific benchmarks.

Encourage faculty development around stereotype threat and other approaches to reducing the performance gap among students.

Pursue initiatives through Human Resources to meet affirmative action and diversity goals for faculty and staff.

Pursue the initiative of an *English as a Second Language* program for employees.

2. Goal: To ensure that the educational program, both curricular and co-curricular, supports the development of the competencies students need to be full participants in a vibrant, multicultural community.

Priorities:

Reararticulate the goals for the multicultural advising program to include the exploration of multiplicity of identity, and the development of a campus-wide student culture that fosters the exploration of topics of diversity and promotes dialogues across groups. Develop an administrative structure that supports these new goals, as well as provides support for under-represented groups.

Define competencies for intercultural and inter-religious understanding and dialogue. Expand interdepartmental programming related to these competencies.

External Connections and Public Visibility

1. Goal: To develop a strategic vision to enhance Wellesley's interactions with the global world.

Priorities:

Develop and plan for the Madeleine Korbel Albright Institute for Global Affairs.

Renew and redefine the mission of the Wellesley Centers for Women to enhance its alignment with the college's mission.

Continue to explore opportunities for international partnerships.

2. Goal: To continue to enhance Wellesley's external connections, including alumnae connections, and to increase public visibility.

Priorities:

Implement strategies to enhance the design and functionality of the College's website 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. Launch new top-level presence in 2008.

Develop and implement plans for introducing the new president to alumnae constituencies, community and government officials, members of the higher education community, and, through the media, the general public.

Infrastructure to support Wellesley's mission

1. Goal: To ensure that the academic, residential and administrative facilities and the landscape are renewed and preserved as appropriate.

Priorities:

Maintain and renovate facilities appropriate to the delivery of the academic program and in line with the recommendations of the academic planning committee.

Establish the process, procedures and team necessary to carry out the comprehensive facilities planning completed last year.

Implement the major construction projects currently underway (Alumnae Hall, Houghton Chapel, Science Center) and the first stage of projects emerging from the plan, including support of the funding process and project planning. Begin to conceive the next stage of projects.

2. Goal: To adjust training, benefits, and services to ensure that they meet the changing needs of the student body, meet developing academic needs and ensure institutional health.

Priorities:

Pursue continuous improvement of services to the campus, concentrating in 2008 on maintenance and custodial, purchasing programs, and special events.

Conduct a comprehensive review of campus dining services and make recommendations on a management structure.

Expand disability awareness programs and increase the technology support for students with disabilities.

Review and evaluate the goals of the summer school.

Pursue the management of employee health insurance cost and wellness initiatives through collaboration with The Boston Consortium.

Implement new ombuds structure and evaluate its effectiveness.

In response to the review of health and counseling services, conclude the process of evaluating our overnight infirmary program.

Bring sustainability efforts campus-wide to a higher level. Upgrade recycling and materials consumption reduction efforts and enhance monitoring and conservation of energy resources.

Bring emergency management system to next level of preparedness, focusing in 2008 on implementing the emergency notification system and finalizing the pandemic response model.

3. Goal: To provide information and technology resources and services to support the pedagogical needs and research activities of faculty.

Priorities:

Determine the desired features and functionality of a course management system, in consultation with faculty. Select a product.

In line with the recommendations of the academic planning committee, maintain and enhance technologies appropriate to the delivery of the academic program. Determine strategies to meet the research computing needs of faculty.

Expand access to library resources: pilot the delivery of course-related videos 'on demand'; increase the scope and depth of electronic database content to meet the research and course development needs of faculty; and, participate in the Boston Library Consortium Open Content Alliance digitization project.

Upgrade Founders Hall to current standards for data network.

4. Goal: To provide information and technology resources and services to enable all members of the community to work productively and to maintain the currency, reliability and security of the technology infrastructure.

Priorities:

Begin investigation of the collaboration and unified communications needs of the community (*e.g.*, voicemail and email unified messaging, web conferencing, calendaring, *etc.*).

Initiate a 3-year project for the management of users' access privileges associated with technology resources and services.

Develop and begin implementation of a strategy for campus-wide wireless accessibility, with particular focus on the residence halls. Deliver live channel programming to student rooms via the campus network.

Develop a training program for core competencies in technology for administrative employees.

Investigate and implement a 24/7 one card system to provide enhanced access control to campus facilities and to incorporate financial transactions associated with the use and purchase of campus resources and services.

Renovate data centers to meet industry standards for security and business continuity. Determine needed level of redundancy to ensure continuing access to critical technology and information resources and services.

Create a records management policy for the college to ensure perpetual accessibility to critical institutional records, including electronic records. Pilot the use of document imaging to identify, control, and provide access to institutional records.

5. Goal: To ensure the financial health of the College

Priorities:

Continue to refine the annual institutional priority-setting process to ensure that programmatic choices are made in alignment with the availability of resources.

Implement the third phase of the new budget process for the college, including enhanced communication about the budget process with Senior Staff, the Budget Advisory Committee, department heads, and other parts of the college community. In addition to the development of the FY2009-10 budget, further develop long range financial planning model for out year budgets.

Continue to implement the “principles for financial strength and flexibility” recommended in the Financial Planning Working Group document.

Convene enrollment subgroup of Senior Staff to address short-term enrollment issues as well as to anticipate the longer-term challenges and opportunities related to enrollment. Maintain, if not strengthen, the College's ability to raise substantial philanthropic funds.

Continue aggressive schedule of outreach in order to enhance relationships with important donors during this period of leadership transition.

Develop and implement plans for introducing the president to leadership alumnae and donor constituencies.

Increase efforts to educate our alumnae about the importance of Annual Giving and recommend changes in policy and practice to maximize unrestricted revenue.

Develop fund-raising strategies for institutional priorities identified in consultation with the president and senior staff.

One-time Significant Institutional Endeavors

Successfully complete the searches for a new Vice President for Resources and Public Affairs and for a new Dean of Students.

Lead a thoughtful and inclusive Reaccreditation process.

Celebrate and formally install the new president.

An Academic Plan for Wellesley 2011-15

GOALS

1. Faculty will be *equally* committed to effective, rigorous undergraduate teaching and to active participation in an international world of scholarship.
2. In a period of continuing budgetary challenge, we will maintain the extraordinary breadth and diversity of our curriculum.
3. We will make improved provision for curricular and pedagogical innovation (with commensurate attention to the evaluation of our innovations).
4. Our campus will be defined by its cosmopolitanism and integration into the intellectual and cultural life of the Boston area as much as by its physical serenity and beauty.

GUIDING PRINCIPLES

1. We need to build more flexibility into the organization and staffing of the academic program.
2. We need to invest in faculty members' scholarly and professional development continually throughout their careers at Wellesley and not just at the outset.
3. We need to articulate (and distinguish) the roles of Centers and Institutes, ensure that these structures enhance intellectual community across departmental lines, and contribute to the goal of a cosmopolitan campus.
4. Building renovations in the Science Center, Green Hall, Pendleton West and other spaces included in the "EBURS" plan should reflect our academic program priorities.
5. The launching of a successful capital campaign is a prerequisite for the realization of this academic plan.
6. The goals and strategic directions for this academic plan need to be integrated with broader institutional priorities. For example, the goal of a cosmopolitan campus is also addressed in our pursuit of

institutional partnerships with universities and related organizations outside the United States (the “Wellesley on the Road” project) and, closer to home, the strengthening of our relationships with MIT and Babson and Olin Colleges.

STRATEGIC DIRECTIONS

1. Increase Curricular and Pedagogical Innovation, as reflected in:
 - increased frequency of team-teaching, both within departments/programs and across departments/programs (target of 20 team-taught courses per year);
 - expansion of successful First Year seminar program (target of 25-30 seminars per year);
 - rethinking of science pedagogy (especially at the introductory level) in all relevant disciplines.

Action steps:

- i) Create pool of 20-25 teaching units that can be assigned annually to support these innovations. The bulk of current leave replacement units will be redirected to support this pool, but some additional resources will be needed.
- ii) Give faculty developing and teaching team-taught and experimental courses the latitude to evaluate their impact through means other than SEQs.
- iii) Increase resources to make it possible for successful team-taught courses to become a continuing part of the curriculum.
- iv) Engage PLTC and ER&D more fully in support of innovation and its rigorous evaluation.
- v) Engage the faculty as a whole in assessment efforts on all levels to support our educational mission.

2. Expand the role of Academic Centers as laboratories of interdisciplinarity, facilitators of research and teaching excellence, and sources of intellectual community, as reflected in:
- creation of a Social Science Center, which has existed nominally since the renovation of PNE more than a decade ago, but has never had the programmatic resources to function comparably to the Science Center or the Newhouse Center for the Humanities (NCH);
 - strengthening of core administration of the Science Center and its capacity to oversee a complex research and instructional facility;
 - enhanced support, with an emphasis on collaboration and coordination, for the efforts of the NCH, the Davis Museum and academic departments to sponsor imaginative inter-disciplinary programming and to link Wellesley more effectively to the cultural and intellectual communities of the Boston area.

Action steps:

- i) Expand the resources of the Social Science Center to support individual and collaborative research by faculty and students and to create new opportunities for working across department and program boundaries on real world issues of common interest.
- ii) Create a Quantitative Analysis Institute to support empirical research and provide technical assistance to faculty and students. This Institute might also develop a) a summer program to train students in computer and data handling skills necessary for empirical research on policy and b) engage faculty and students in institutional research projects of importance to the college (for example, projects dealing with assessment of student learning).
- iii) Expand Social Science Center programming, including faculty seminars, lectures and events; augment similar programming within and across disciplinary lines in the humanities and sciences.
- iv) Expand budget of the office of the Science Center director, in areas of purchasing and maintenance of scientific equipment. Centralized pool of resources to support science equipment and faculty start-up will add

- flexibility and enable resources to be directed to projects/fields where there is greatest need.
- v) Locate an Institute for the Environment within rebuilt greenhouses, emphasizing strong research and teaching ties to the Science Center.
 - vi) Install curated contemporary artists' works in video and digital media within the Science Center and other venues on campus.
 - vii) Create visiting artist residency at NCH.
 - viii) Create "junior fellowships" for advanced undergraduates majoring in the arts and humanities; involve these students in the programming of the NCH and the activities of its fellows.

3. Renew commitment to faculty development across a Wellesley career, as reflected in:

- increased institutional support for faculty who wish to take their research or teaching in new directions;
- more systematic preparation for faculty leadership roles (e.g. department chairs, building directors, deans);
- increased opportunities to recognize and reward outstanding teaching, research and service.

Action steps:

- i) Extend Brachman Hoffmann model (i.e. fellowships to enable tenured faculty to explore new directions in research) to areas outside the Science Center. Create two such fellowships per year in Social Sciences and two in Arts/Humanities.
- ii) Introduce merit review in 4th year of Associate Professor rank.
- iii) Develop year-long leadership seminar for newly tenured faculty (echoing PLTC seminar for first year faculty).
- iv) Create new named chairs for outstanding Associate and Full professors and for Senior Lecturers.

4. Increase opportunities for students to participate in research and other non-classroom academic experiences, in ways that are consistent with the cultures and professional expectations of different disciplines.

Action steps:

- i) Revisit Academic Planning Committee's proposal for 380s – broadening the concept beyond research courses relating directly to the instructor's research to include other group research opportunities.
- ii) Provide for more off-campus summer experiences with an academic focus in social sciences and humanities (e.g. archaeological digs, field work trips, research trips to libraries or archives).
- iii) Expand the existing summer research programs in Sciences and Social Sciences, by providing additional student stipends (target of 50 new summer research stipends); increase faculty stipends to reflect more accurately the effort involved in supervising summer research.
- iv) Along with Quantitative Analysis summer institute described in 2 ii above, explore potential for a summer Institute for Scientific Research, combining traditional research with individual faculty with a broader program addressing the connection between science and public policy or real world issues.

5. Maintain the range and diversity that characterize our existing curriculum, while continuing to provide for important new fields

- After increasing the number of tenure-eligible FTE by approximately 20 over the past seven years, it is unlikely that we will see continued growth in the overall size of the tenure-eligible faculty in the years ahead. We anticipate that our primary focus will be on absorbing the modest increase in faculty size that has occurred and ensuring the sustainability of an unusually extensive curriculum.
- The renovation of academic buildings gives new opportunities to streamline the organization of small programs/departments, not with a view to their elimination but with a view to using administrative and faculty resources more efficiently.

- After a period in which we have re-emphasized the advantages of the tenure-track teacher-scholar model, we now need to focus on the positive contribution that FTAs and postdocs can make to curricular flexibility (by piloting new fields and freeing up tenure-track faculty to innovate).
- Our efforts to recruit a more diverse faculty have been partially successful at the junior level, but in spite of that success, there is a lack of diversity in the senior ranks – a lack that is becoming increasingly problematic.
- As our student population continues to become more international, we need to be sure that we have the curricular resources in place to support these new students and to enable all students to derive the greatest benefit from our diverse student body.

Action steps:

- i) Seek new endowments to offset the cost of existing academic positions: Director of Social Sciences Center, Director of Writing Program, Director of Science Center, full professors (target of six new chairs), associate professors (target of four new chairs), senior lecturers/FTAs (target of two new chairs).
- ii) Explore possibility of creating new program in Dance, which we view as the most significant lacuna in our existing curriculum.
- iii) Develop fund-raising model that enables alumnae to contribute financial support to their favorite departments/programs, with a particular focus on the needs of under-endowed departments.
- iv) Revisit FTA structure to emphasize positive contribution that non-tenure-eligible faculty can make to curricular stability and flexibility and the special skills and backgrounds that many of these faculty members bring.
- v) Enhance diversity of senior faculty by establishing a targeted program of distinguished visiting professors (for a semester or an academic year), akin to the Cornille professorship, and recruiting distinguished senior scholars to join the ranks of our tenured faculty.
- vi) Work with Library and Technology Services to develop a strategy for applying remote learning technologies in ways that increase our efficiency without compromising the educational values of a residential liberal arts college.

- vii) Provide physical and curricular infrastructure to support continued strength in languages (including ESL) and area studies.

7/20/11

Department	93/94	94/95	95/96	96/97	97/98	98/99	99/00	00/01	01/02	02/03	03/04	04/05	05/06	06/07	07/08	08/09	09/10	10/11	11/12	12/13	13/14	14/15	15/16	16/17	
Africana Studies				1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	S14	1	2	3	
American Studies														1	2	3	4	5	6	7	8	9	10	11	
Anthropology																	1	2	3	4	5	6	7	8	
Architecture	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	?	?	2	
Art							1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	
Art – Studio																				1	2	3	4	5	6
Astronomy							1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	0	1	
Astrophysics							1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	0	1	
Biological Chemistry	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	
Biological Sciences					1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	0	1	2	3	4	
Botanical Facilities								1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	
Chemistry								1	2	3	4	5	6	7	8	9	10	11		1	2	3	4	5	
Cinema & Media Studies																	1	2	3	4	5	6	7	8	9
Classical Studies						1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	
Cognitive & Linguistic Sciences	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	
Comparative Literature	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	
Computer Science							1	2	3	4	5	6	7	8	9	10	11	12		1	2	3	4	5	
East Asian Languages &		1	2	3	4	5	6	7	8		1	2	3	4	5	6	7	8	9	10	11	12	13	14	
East Asian Studies	1	2	3	4	5	6	7	8	9		1	2	3	4	5	6	7	8	9	10	11	12	13	14	
Economics																	1	2	3	4	5	6	7	8	
Education							1	2	3	4	5	6	7	8	9	10	11	12	13	14	0	1	2	3	
English																	1	2	3	4	5	6	7	8	
Environmental Studies													1	2	3	4	5	6	7	8	9	10	11	12	
French						1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	
French Cultural Studies	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	
Geosciences									1	2	3	4	5	6	7	8	9	10	11	12	13	14	0	1	
German																	1	2	3	4	5	6	7	8	9
History							1	2	3	4	5	6	7	8	9	10	11		1	2	3	4	5	6	
Italian Studies						1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	F14	1	2	
Jewish Studies	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	
Latin American Studies	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	S14	1	2	3	
Mathematics																	1	2	3	4	5	6	7	8	9
Media Arts & Sciences	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	
Medieval/Ren.Studies	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	
Music								1	2	3	4	5	6	7	8	9	10	11	12	13	0	1	2	3	
Neuroscience																1	2	3	4	5	6	7	8	9	10

Standard 3: Organization and Governance

Please attach to this form:

1) A copy of the institution's organization chart(s).

See attached.

If there is a "related entity," such as a church or religious congregation, a state system, or a corporation, describe and document the relationship with the accredited institution.

Name of the related entity

URL of documentation of relationship

Governing Board

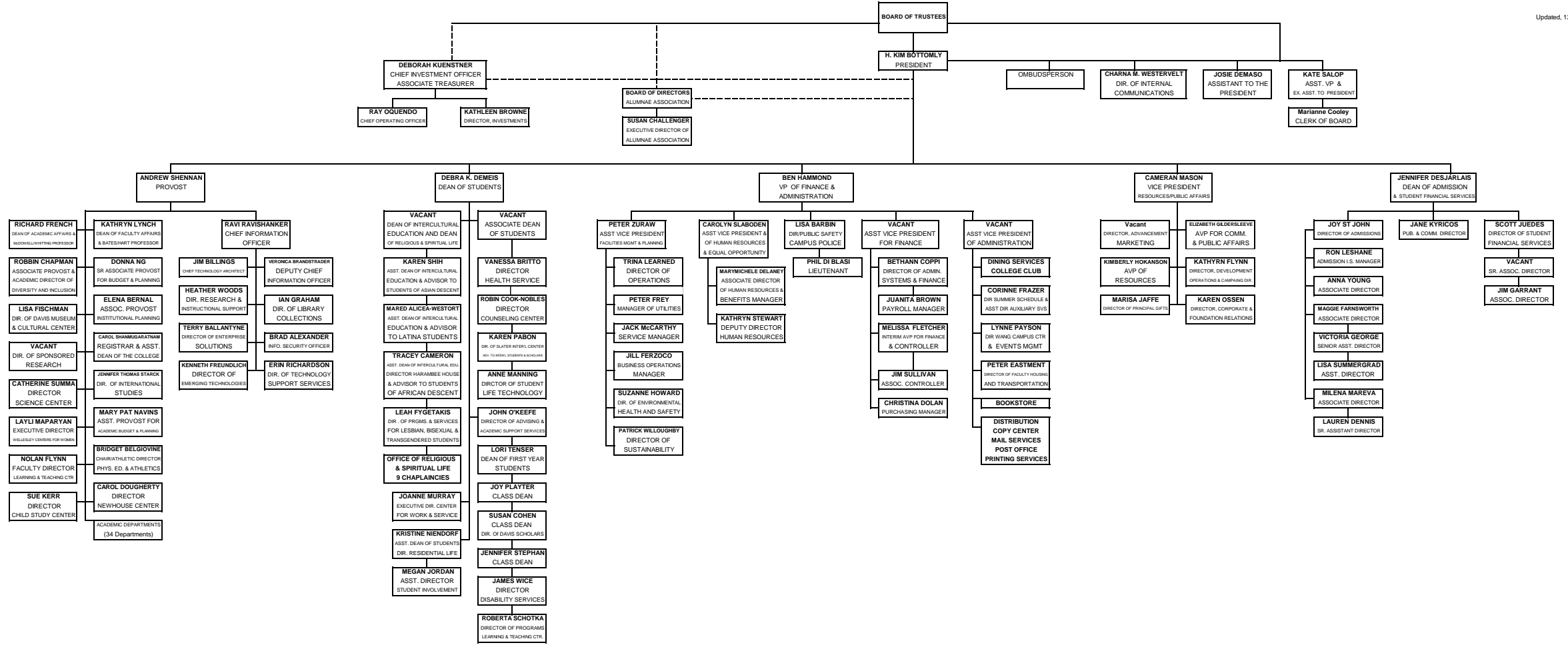
By-laws

Board members' names and affiliations

URL
See attached.
www.wellesley.edu/about/president/trustees

ADMINISTRATIVE ORGANIZATION WELLESLEY COLLEGE

Updated, 12/23/13



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 officiis* 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 young alumnae nominated by the Alumnae Association. 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 Young Alumnae Trustee and the President of the Alumnae Association who shall each 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 committee of the Trustees charged with the duty of nominating Trustees 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 twelve 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 delivering a signed resignation in writing or electronically 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 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. *Sponsors, Benefactors, Contributors, Advisors, Friends of the College.* The Trustees may designate certain persons or groups of persons as sponsors, benefactors, contributors, advisors or friends of the College or such other title as they deem appropriate. Such persons shall serve in an honorary capacity and, except as the Trustees shall otherwise designate, shall in such capacity have no right to notice of or to vote at any meeting,

shall not be considered for purposes of establishing a quorum, and shall have no other rights or responsibilities.

SECTION 6. *Meetings of Trustees.*

6.1 *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.

6.2 *Regular Meetings.* 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.

6.3 *Special Meetings.* 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.

6.4 *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.

6.5 *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.

6.6 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 deliver such consent in writing or by electronic means to the extent permitted by Massachusetts law. The written consents shall be filed with the records of the meetings of the Trustees. Such consents shall be treated for all purposes as votes at meetings.

6.7 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.

6.8 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 other communications equipment which would allow all persons participating in the meeting to hear each other at the same time. Participation by such means shall constitute presence in person at a meeting.

SECTION 7. *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 8. *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 9. *Standing and Other Committees.*

9.1 *Executive Committee.*

9.1.1 *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. The Chair of the Board shall chair the Executive Committee.

9.1.2 *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.

9.1.3 *Reports.* Minutes of all proceedings of the Executive Committee shall be maintained and shall be available for inspection at the office of the Clerk by all Trustees 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.

9.2 *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 and other Trustees who are nominated annually by the Chair of the Trustees and approved by the Trustees. The Governance Committee shall be responsible for making recommendation to the Board regarding any changes, additions, or deletions to Board Committees and other responsibilities as defined in its charter.

9.3 *Other Standing Committees* The Trustees may, by vote of a majority of Trustees then in office, elect or appoint one or more committees and delegate to any such committee or committees any or all the power of Trustees, except those which by law, by the Articles of Organization or by these Bylaws they are prohibited from delegating. The Chair and Vice Chair(s) of the Trustees shall be *ex officio* members, with voting power, of all standing committees. The President shall be an *ex officio* member, with voting power, of all standing committees with the exception of the committees responsible for appointing the independent auditor and setting the compensation of officers. 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. Unless the Trustees otherwise designate, committees shall conduct their affairs as nearly as may be in the same manner as is provided in these Bylaws for the Trustees. The members of any committee shall remain in office at the pleasure of the Trustees.

Each committee shall have a written charter and primary responsibilities as approved initially by the Board and subsequently by the Governance Committee, and such rules of procedure or policy guidelines as it or the Board, as appropriate, approves. Each committee shall review such statements for their appropriateness and adequacy regularly.

9.4 *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.

9.5 *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.

9.6 *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 deliver such consent in writing or by electronic means to the extent permitted by Massachusetts law. The written consents shall be filed with the records of the meetings of the committee (or subcommittee). Such consents shall be treated for all purposes as votes at meetings.

9.7 *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. Copies thereof shall be distributed to each Trustee after such minutes have been approved.

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 Provost and 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.

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 their duties and salaries consistent with the policies and guidelines recommended by the committee responsible for setting compensation, 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 and/or Provost.* The Dean of the College and/or Provost shall perform such duties and have such powers as the Trustees, with the advice of the 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 and policies as the committee responsible for investing institutional funds 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 committee responsible for investing institutional funds 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 delivering his signed resignation in writing or electronically to the Chair of the Trustees, the President 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 extra-departmental 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 executive officer of the College.

Article VI

Religious Life

The College shall foster the religious and spiritual lives of community members.

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 Provost and 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.

**Standard 4: The Academic Program
(Summary - Enrollment and Degrees)**

Fall Enrollment* by location and modality, as of Census Date

Degree Level/ Location & Modality	Associate's	Bachelor's	Master's	Clinical doctorates (e.g, Pharm.D., DPT, DNP)	Professional doctorates (e.g., Ed.D., Psy.D., D.B.A.)	M.D., J.D., DDS	Ph.D.	Total Degree-Seeking FTE
Main Campus FTE		2,442						2,442
Other Campus FTE								0
Branches FTE								0
Other Locations FTE								0
Overseas Locations FTE								0
On-Line FTE								0
Correspondence FTE								0
Low-Residency Programs FTE								0
Total FTE	0	2,442	0	0	0	0	0	2,442
Unduplicated Headcount Total		2,347						2,347
Degrees Awarded, Most Recent Year		604						604

Student Type/ Location & Modality	Non-Matriculated Students	Visiting Students	Title IV-Eligible Certificates: Students Seeking Certificates
Main Campus FTE	41	0	
Other Campus FTE			
Branches FTE			
Other Locations FTE			
Overseas Locations FTE			
On-Line FTE			
Correspondence FTE			
Low-Residency Programs FTE			
Total FTE	41	0	
Unduplicated Headcount Total	127	0	
Certificates Awarded, Most Recent Year	n.a.	n.a.	

Notes:

- 1) Enrollment numbers should include all students in the named categories, including students in continuing education and students enrolled through any contractual relationship.
- 2) Each student should be recorded in only one category, e.g., students enrolled in low-residency programs housed on the main campus should be recorded only in the category "low-residency programs."
- 3) Please refer to form 3.2, "Locations and Modalities," for definitions of locations and instructional modalities.

* For programs not taught in the fall, report an analogous term's enrollment as of its Census Date.

Standard 4: The Academic Program
Headcount by UNDERGRADUATE Program Type

	3 Years Prior		2 Years Prior		1 Year Prior		Current Year*		Next Year Forward (goal)
For Fall Term, as of Census Date	(FY 2011)		(FY 2012)		(FY 2013)		(FY 2014)		(FY 2015)
Certificate									
Associate									
Baccalaureate	2426		2374		2364		2347		2350
Total Undergraduate									

4.2

Standard 4: The Academic Program
Headcount by GRADUATE Program Type

*No Graduate Programs

4.3

Standard 4: The Academic Program
(Credit Hours Generated at Undergraduate and Graduate Levels)



	3 Years Prior		2 Years Prior		1 Year Prior		Current Year*		Next Year Forward (goal)
	(FY 2011)		(FY 2012)		(FY 2013)		(FY 2014)		(FY 2015)
Undergraduate	78,632.00		78,798.00		79,729.00		*Note		*Note
Graduate									

*Not calculated until year-end and no expected changes in credit hours generated in the future

*"Current Year" refers to the year in which the interim report is submitted to the Commission.
Wellesley courses generally carry 1 unit of credit. 1 unit is the equivalent of 4 semester credit hours.

From the 2013-14 College Catalog (p. 4):

A semester course that carries one unit of credit requires approximately 11 hours of work each week spent partly in class and partly in preparation. The amount of time scheduled for classes varies with the subject from two periods each week in many courses in the humanities and social sciences to three, four, or five scheduled periods in certain courses in foreign languages, in art and music, and in the sciences. A 0.5 unit course requires approximately 5.5 hours of work each week, including scheduled class time and preparation. A semester course that carries 1.25 units of credit includes at least 300 minutes per week of scheduled class time as well as significant work outside of class. Classes are scheduled from Monday morning through Friday afternoon.

**Standard 5: Faculty
(Rank, Fall Term)**

?

		3 Years Prior		2 Years Prior		1 Year Prior		Current Year*		Next Year Forward (goal)	
		(FY 2011)		(FY 2012)		(FY 2013)		(FY 2014)		(FY 2015)	
		FT	PT	FT	PT	FT	PT	FT	PT	FT	PT
Number of Faculty	?										
Professor		98	13	102	13	103	16	102	16	104	20
Associate		50	1	54	2	56	1	60	1	60	2
Assistant		76	2	84	1	71	1	76	1	75	1
Instructor		1	0	1	-	-	-	-	-	-	-
Other		85	94	87	107	106	87	107	82	105	80
Total		310	110	328	123	336	105	345	100	344	103

5.1

(Appointments, Tenure, Departures, and Retirements, Full Academic Year)

		3 Years Prior		2 Years Prior		1 Year Prior		Current Year		Next Year Forward (goal)	
		(FY 2011)		(FY 2012)		(FY 2013)		(FY 2014)		(FY 2015)	
		FT	PT	FT	PT	FT	PT	FT	PT	FT	PT
# of Faculty Appointed	?	274	59	289	62	289	60	294	61	293	64
# of Faculty in Tenured Positions	?	154	13	156	15	159	17	161	17	164	22
# of Faculty Departing	?	18	12	20	23	15	10			18	15
# of Faculty Retiring	?	0	0	1	1	0	3	0	0	0	4

*"Current Year" refers to the year in which the interim report is submitted to the Commission.

5.3

Standard 6: Students (Admissions, Fall Term)

?

Credit Seeking Students Only - Including Continuing Education

		3 Years Prior	2 Years Prior	1 Year Prior	Current Year*	Next Year Forward (goal)
		Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014
Freshmen - Undergraduate		?				
Completed Applications		4,267	4,399	4,478	4,765	4,400
Applications Accepted		1,440	1,362	1,349	1,387	1,345
Applicants Enrolled		633	574	586	595	590
% Accepted of Applied		33.7%	31.0%	30.1%	29.1%	30.6%
% Enrolled of Accepted		44.0%	42.1%	43.4%	42.9%	43.9%
 Percent Change Year over Year						
Completed Applications		-	3.1%	1.8%	6.4%	-7.7%
Applications Accepted		-	-5.4%	-1.0%	2.8%	-3.0%
Applicants Enrolled		-	-9.3%	2.1%	1.5%	-0.8%
 Average of Statistical Indicator of Aptitude of Enrollees: (Define Below)		?				
*By applying a holistic review process, Wellesley does not isolate one particular data element to designate "aptitude" but rather considers a number of factors in evaluating each candidate's potential for academic success in our residential learning community.						
Transfers - Undergraduate		?				
Completed Applications		237	234	272	234	234
Applications Accepted		49	34	48	48	48
Applications Enrolled		29	17	26	21	21
% Accepted of Applied		20.7%	14.5%	17.6%	20.5%	20.5%
% Enrolled of Accepted		59.2%	50.0%	54.2%	43.8%	43.8%

***No Graduate Programs**

*"Current Year" refers to the year in which the interim report is submitted to the Commission.

Standard 6: Students
(Enrollment, Fall Census Date)

?

Credit-Seeking Students Only - Including Continuing Education

		3 Years Prior (FY 2011)	2 Years Prior (FY 2012)	1 Year Prior (FY 2013)	Current Year* (FY 2014)	Next Year Forward (goal) (FY 2)
UNDERGRADUATE		*Enrollment projections are currently more detailed and a new model is being developed for FY15 and the future.				
First Year	Full-Time Headcount	638	574	586	594	*Note
	Part-Time Headcount	-	1	-	-	
	Total Headcount	638	575	586	594	-
	Total FTE	656.8	590.9	600.9	609.9	
Second Year	Full-Time Headcount	595	617	567	583	
	Part-Time Headcount	2	2	2	3	
	Total Headcount	597	619	569	586	-
	Total FTE	634.3	657.2	606.9	623.2	
Third Year	Full-Time Headcount	583	590	589	542	
	Part-Time Headcount	4	2	3	4	
	Total Headcount	587	592	592	546	-
	Total FTE	616.3	624.4	616.8	570.3	
Fourth Year	Full-Time Headcount	599	583	612	615	
	Part-Time Headcount	5	5	5	6	
	Total Headcount	604	588	617	621	-
	Total FTE	623.2	606.9	635.4	638.8	
Unclassified	Full-Time Headcount					
	Part-Time Headcount					
	Total Headcount	-	-	-	-	-
	Total FTE					
Total Undergraduate Students	Full-Time Headcount	2,415	2,364	2,354	2,334	*Note
	Part-Time Headcount	11	10	10	13	*Note
	Total Headcount	2,426	2,374	2,364	2,347	*Note
	Total FTE	2,530.6	2,479.4	2,460.0	2,442.2	*Note
	% Change FTE Undergraduate	na	-2.0%	-0.8%	-0.7%	*Note
GRADUATE						
*No graduate programs						
		na	-	-	-	-
GRAND TOTAL						
Grand Total Headcount		2,426	2,374	2,364	2,347	
Grand Total FTE		2,530.6	2,479.4	2,460.0	2,442.2	
% Change Grand Total FTE		na	-2.0%	-0.8%	-0.7%	

*"Current Year" refers to the year in which the interim report is submitted to the Commission.

**Standard 6: Students
(Financial Aid, Debt, and Developmental Courses)**

? Where does the institution describe the students it seeks to serve?

www.wellesley.edu/about/missionandvalues

3 Years Prior (FY2010)	3 Years Prior (FY2011)	2 Years Prior (FY2012)	Most Recently Completed Year (FY 2013)	Current Budget* (FY 2014)	Next Year Forward (goal) (FY2015)
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? **Student Financial Aid**

Total Federal Aid	\$4,589,322	\$4,800,819	\$4,605,182	\$4,648,314	\$4,621,945	\$4,621,945
Grants	\$2,300,217	\$2,611,012	\$2,453,342	\$2,449,722	\$2,500,000	\$2,500,000
Loans	\$1,906,288	\$1,867,862	\$1,829,895	\$1,876,647	\$1,800,000	\$1,800,000
Work Study	\$382,817	\$321,945	\$321,945	\$321,945	\$321,945	\$321,945
Total State Aid	\$275,000	\$185,000	\$234,800	\$208,750	\$200,000	\$225,000
Total Institutional Aid	\$41,969,586	\$48,117,218	\$47,619,564	\$50,125,634	\$50,700,000	\$50,950,000
Grants	\$41,172,384	\$47,321,519	\$46,760,808	\$49,235,488	\$49,800,000	\$50,000,000
Loans	\$797,202	\$795,699	\$858,756	\$890,146	\$900,000	\$950,000
Work Study	\$1,071,144	\$1,193,421	\$1,126,431	\$1,134,403	\$1,100,000	\$1,200,000
Total Private Aid	\$2,969,260	\$2,284,711	\$2,023,915	\$2,116,894	\$2,000,000	\$2,100,000
Grants	\$1,437,367	\$1,234,855	\$1,156,715	\$1,386,317	\$1,200,000	\$1,300,000
Loans	\$1,531,893	\$1,049,856	\$867,200	\$730,577	\$800,000	\$800,000

Student Debt

Percent of students graduating with debt**

Undergraduates	56%	58%	52%	54%	50%	50%
Graduates	0%	0%	0%	0%	0%	0%

For students with debt:

Average amount of debt for students leaving the institution with a degree

Undergraduates	\$13,324	\$12,495	\$13,579	\$14,189	\$14,000	\$14,000
Graduates	0%	0%	0%	0%	0%	0%

Average amount of debt for students leaving the institution without a degree

Undergraduates	\$6,464	\$10,421	\$7,515	\$10,272	\$10,000	\$10,000
Graduate Students	0%	0%	0%	0%	0%	0%

Cohort Default Rate

0.80%	1.80%	0.80%	0.80%	0.80%	0.80%
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Percent of First-year students in Developmental Courses***

English as a Second/Other Language	N/A	N/A	N/A	N/A	N/A	N/A
English (reading, writing, communication skills)	N/A	N/A	N/A	N/A	N/A	N/A
Math	N/A	N/A	N/A	N/A	N/A	N/A
Other	N/A	N/A	N/A	N/A	N/A	N/A

*"Current Budget" refers to the year in which the interim report is submitted to the Commission.

**All students who graduated should be included in this calculation.

*** Courses for which no credit toward a degree is granted.

Standard 9: Financial Resources
(Statement of Financial Position/Statement of Net Assets In \$000)

FISCAL YEAR ENDS month & day: (06 /30)		2 Years Prior (FY 2011)	1 Year Prior (FY 2012)	Most Recent Year	2 yrs-1 yr prior most recent	1 yr-
	ASSETS					
?	CASH AND SHORT TERM INVESTMENTS	\$42,894	\$98,132	\$86,675	128.8%	-11.7%
?	CASH HELD BY STATE TREASURER	\$0	\$0	\$0	-	-
?	DEPOSITS HELD BY STATE TREASURER	\$0	\$0	\$0	-	-
?	ACCOUNTS RECEIVABLE, NET	\$774	\$876	\$1,282	13.2%	46.3%
?	CONTRIBUTIONS RECEIVABLE, NET	\$47,780	\$48,484	\$54,593	1.5%	12.6%
?	INVENTORY AND PREPAID EXPENSES	\$4,368	\$3,169	\$5,226	-27.4%	64.9%
?	LONG-TERM INVESTMENTS	\$1,596,533	\$1,584,490	\$1,692,473	-0.8%	6.8%
?	LOANS TO STUDENTS	\$8,749	\$8,615	\$8,714	-1.5%	1.1%
?	FUNDS HELD UNDER BOND AGREEMENT	\$0	\$0	\$0	-	-
?	PROPERTY, PLANT AND EQUIPMENT, NET	\$307,560	\$299,704	\$296,272	-2.6%	-1.1%
?	OTHER ASSETS	\$2,437	\$2,790	\$2,659	14.5%	-4.7%
	TOTAL ASSETS	\$2,011,095	\$2,046,260	\$2,147,894	1.7%	5.0%
	LIABILITIES					
?	ACCOUNTS PAYABLE AND ACCRUED LIABILITIES	\$42,944	\$67,354	\$48,899	56.8%	-27.4%
?	DEFERRED REVENUE & REFUNDABLE ADVANCES	\$8,140	\$8,994	\$9,030	10.5%	0.4%
?	DUE TO STATE	\$0	\$0	\$0	-	-
?	DUE TO AFFILIATES	\$0	\$0	\$0	-	-
?	ANNUITY AND LIFE INCOME OBLIGATIONS	\$38,677	\$36,134	\$33,317	-6.6%	-7.8%
?	AMOUNTS HELD ON BEHALF OF OTHERS	\$0	\$0	\$0	-	-
?	LONG TERM DEBT	\$147,721	\$249,020	\$247,215	68.6%	-0.7%
?	REFUNDABLE GOVERNMENT ADVANCES	\$4,569	\$4,569	\$4,569	0.0%	0.0%
?	OTHER LONG-TERM LIABILITIES	\$20,168	\$20,744	\$21,411	2.9%	3.2%
	TOTAL LIABILITIES	\$262,219	\$386,815	\$364,441	47.5%	-5.8%
	NET ASSETS					
	UNRESTRICTED NET ASSETS					
	INSTITUTIONAL	\$604,702	\$547,240	\$583,366	-9.5%	6.6%
?	FOUNDATION	\$0	\$0	\$0	-	-
	TOTAL	\$604,702	\$547,240	\$583,366	-9.5%	6.6%
	TEMPORARILY RESTRICTED NET ASSETS					
	INSTITUTIONAL	\$710,207	\$668,932	\$745,062	-5.8%	11.4%
?	FOUNDATION	\$0	\$0	\$0	-	-
	TOTAL	\$710,207	\$668,932	\$745,062	-5.8%	11.4%
	PERMANENTLY RESTRICTED NET ASSETS					
	INSTITUTIONAL	\$433,967	\$443,273	\$455,065	2.1%	2.7%
?	FOUNDATION	\$0	\$0	\$0	-	-
	TOTAL	\$433,967	\$443,273	\$455,065	2.1%	2.7%
	TOTAL NET ASSETS	\$1,748,876	\$1,659,445	\$1,783,493	-5.1%	7.5%
	TOTAL LIABILITIES AND NET ASSETS	\$2,011,095	\$2,046,260	\$2,147,934	1.7%	5.0%

**Standard 9: Financial Resources
(Statement of Revenues and Expenses)**

FISCAL YEAR ENDS month & day: (06/30)		3 Years Prior (FY2011)	2 Years Prior (FY2012)	Most Recently Completed Year (FY 2013)	Current Budget* (FY 2014)	Next Year Forward (FY 2015)
OPERATING REVENUES						
	TUITION & FEES	\$96,402	\$96,702	\$100,075	\$102,200	\$105,700
	ROOM AND BOARD	\$26,759	\$27,436	\$28,224	\$29,400	\$30,200
	LESS: FINANCIAL AID	(\$47,850)	(\$47,889)	(\$50,561)	(\$52,500)	(\$54,700)
	NET STUDENT FEES	\$75,311	\$76,249	\$77,738	\$79,100	\$81,200
	GOVERNMENT GRANTS & CONTRACTS	\$3,635	\$4,148	\$4,448	\$3,100	\$3,500
	PRIVATE GIFTS, GRANTS & CONTRACTS	\$18,738	\$22,137	\$24,458	\$25,600	\$25,200
	OTHER AUXILIARY ENTERPRISES	\$6,239	\$6,440	\$5,206	\$6,100	\$4,800
	ENDOWMENT INCOME USED IN OPERATIONS	\$79,107	\$78,392	\$79,924	\$79,900	\$80,300
	OTHER REVENUE (specify):	\$3,118	\$4,336	\$3,736	\$4,900	\$4,900
	OTHER REVENUE (specify):	\$0	\$0	\$0	\$0	\$0
	NET ASSETS RELEASED FROM RESTRICTIONS	\$0	\$0	\$0	\$0	\$0
	TOTAL OPERATING REVENUES	\$186,148	\$191,702	\$195,510	\$198,700	\$199,900
OPERATING EXPENSES						
	INSTRUCTION	\$80,896	\$85,225	\$87,157	\$83,400	N/A
	RESEARCH	\$9,570	\$10,493	\$11,071	\$7,157	N/A
	PUBLIC SERVICE	\$0	\$0	\$0	\$0	N/A
	ACADEMIC SUPPORT	\$0	\$0	\$0	\$0	N/A
	STUDENT SERVICES	\$32,679	\$40,627	\$42,819	\$46,648	N/A
	INSTITUTIONAL SUPPORT	\$26,649	\$28,175	\$28,334	\$28,168	N/A
	FUNDRAISING AND ALUMNI RELATIONS	\$0	\$0	\$0	\$0	N/A
	OPERATION, MAINTENANCE OF PLANT (if not allocated)	\$0	\$0	\$0	\$0	N/A
	SCHOLARSHIPS & FELLOWSHIPS (Cash refunded by public institutions)	\$0	\$0	\$0	\$0	N/A
	AUXILIARY ENTERPRISES	\$17,097	\$12,016	\$11,841	\$11,600	N/A
	DEPRECIATION (if not allocated)	\$0	\$0	\$0	\$0	N/A
	OTHER EXPENSES (specify): Library	\$9,041	\$9,479	\$9,767	\$6,030	N/A
	OTHER EXPENSES (specify): General Administration	\$13,074	\$10,225	\$15,243	\$16,400	N/A
	TOTAL OPERATING EXPENDITURES	\$189,006	\$196,240	\$206,232	\$199,403	\$203,200
	CHANGE IN NET ASSETS FROM OPERATIONS	(\$2,858)	(\$4,538)	(\$10,722)	(\$703)	(\$3,300)
NON OPERATING REVENUES						
	STATE APPROPRIATIONS (NET)	N/A	N/A	N/A	N/A	N/A
	INVESTMENT RETURN	\$187,512	(\$71,797)	\$97,097	N/A	N/A
	INTEREST EXPENSE (public institutions)	N/A	N/A	N/A	N/A	N/A
	GIFTS, BEQUESTS & CONTRIBUTIONS NOT USED IN OPERATIONS	\$21,771	\$17,476	\$22,789	N/A	N/A
	OTHER (specify): Pension Related Changes	\$7,758	(\$15,057)	\$9,952	N/A	N/A
	OTHER (specify): Net realized/unrealized gain on interest swap	\$122	(\$13,085)	\$4,932	N/A	N/A
	OTHER (specify): Loss on early extinguishment of debt	\$0	(\$2,430)	\$0	N/A	N/A
	NET NON OPERATING REVENUES	\$217,163	(\$84,893)	\$134,770	\$0	\$0
	INCOME BEFORE OTHER REVENUES EXPENSES, GAINS, OR LOSSES	\$214,305	(\$89,431)	\$124,048	(\$703)	(\$3,300)
	CAPITAL APPROPRIATIONS (public institutions)	N/A	N/A	N/A	N/A	N/A
	OTHER	\$0	\$0	\$0	\$0	N/A
	TOTAL INCREASE/DECREASE IN NET ASSETS	\$214,305	(\$89,431)	\$124,048	(\$703)	(\$3,300)

*"Current Budget" refers to the year in which the interim report is submitted to the Commission.

N/A The College is currently in the process of budgeting for FY15. Preliminary budgets are not performed on a functional classification basis, and therefore we are able to provide an estimate for total operating expenses, but are not able to provide a detailed breakout by category.

**Standard 9: Financial Resources
(Statement of Debt)**

FISCAL YEAR ENDS month & day (06 /30)		3 Years Prior (FY2011)	2 Years Prior (FY2012)	Most Recently Completed Year (FY 2013)	Current Budget* (FY 2014)	Next Year Forward (FY 2015)
	DEBT					
t	BEGINNING BALANCE	\$149,533	\$147,721	\$249,020	\$247,215	N/A**
	ADDITIONS	\$889	\$154,664	\$5,464	N/A**	N/A**
	? REDUCTIONS	(\$2,701)	(\$53,365)	(\$7,269)	N/A**	N/A**
	ENDING BALANCE	\$147,721	\$249,020	\$247,215	\$247,215	\$0
	INTEREST PAID DURING FISCAL YEAR	\$2,748	\$3,574	\$6,352	N/A**	N/A**
	CURRENT PORTION	\$0	\$0	\$0	\$0	\$0
	BOND RATING	Aaa	Aa1	Aa1	N/A**	N/A**
	DEBT COVENANTS (PLEASE DESCRIBE):					
	60 days after fiscal year end - provide a "Physical Condition Report" 120 days after fiscal year end - provide a copy of the Audited Financial Statements 160 days after fiscal year end - provide a "No Default Certification" 180 days after fiscal year end - provide the Annual Report					

*"Current Budget" refers to the year in which the interim report is submitted to the Commission.

N/A** Wellesley College does not have plans to acquire or reduce debt within the next two years. Additionally, the College does not have an appropriate mechanism to estimate interest that will be paid in a give year or the bond ratings that will be assigned.

**Standard 9: Financial Resources
(Supplemental Data)**

FISCAL YEAR ENDS month & day (06 / 30)		3 Years Prior (FY2011)	2 Years Prior (FY2012)	Most Recently Completed Year (FY 2013)	Current Budget* (FY 2014)	Next Year Forward (FY 2015)
NET ASSETS						
	NET ASSETS BEGINNING OF YEAR	\$1,534,571	\$1,748,876	\$1,659,445	\$1,783,493	N/A**
	TOTAL INCREASE/DECREASE IN NET ASSETS	\$214,305	(\$89,431)	\$124,048	N/A**	N/A**
	NET ASSETS END OF YEAR	\$1,748,876	\$1,659,445	\$1,783,493	\$1,783,493	\$0
FINANCIAL AID						
SOURCE OF FUNDS						
	UNRESTRICTED INSTITUTIONAL	\$25,791	\$25,772	\$26,231	\$26,500	\$26,500
	FEDERAL, STATE & PRIVATE GRANTS	\$3,303	\$2,858	\$2,853	\$2,850	\$2,900
	RESTRICTED FUNDS	\$20,361	\$20,487	\$22,150	\$22,200	\$22,500
	TOTAL	\$49,455	\$49,117	\$51,234	\$51,550	\$51,900
	% DISCOUNT OF TUITION & FEES	51.3%	50.8%	51.2%	50.0%	48.9%
	% UNRESTRICTED DISCOUNT	26.8%	26.7%	26.2%	25.7%	25.0%
PLEASE INDICATE YOUR INSTITUTION'S ENDOWMENT SPENDING POLICY:						
Wellesley's Endowment Spending Policy is based on a combination of the prior year's spending and prior year's endowment value with a weighting of 80% and 20%, respectively. The amount of allowable spending will be capped at 5.5% or no less than 4.0% of the average of the last three endowment values adjusted for inflation, with a target of approximately 4.5% of the prior year endowment market value. In fiscal year 2014, the Board of Trustees approved a reduction in the target from 4.5% to 4.25%.						

*"Current Budget" refers to the year in which the interim report is submitted to the Commission.

** The College does not have an appropriate way to provide a projection for net assets and/or the increase/decrease in net assets. These amounts would be driven by a number of factors that cannot be estimated with an amount of accuracy by management.

Standard 10: Public Disclosure

	Information	Web Addresses	?	Print Publications
	How can inquiries be made about the institution? Where can questions be addressed?	http://www.wellesley.edu ; https://webapps.wellesley.edu/directory/		College-wide publications include web site url and main phone numebr
	Notice of availability of publications and of audited financial statement or fair summary	http://www.wellesley.edu/sites/default/files/assets/departments/controller/files/annual_report_2013_1219_web_2.pdf		Wellesley College Annual Report, 2012-13
	Institutional catalog	http://wellesley.smartcatalogiq.com/2013-2014/Course-Catalog/2013-2014-Course-Catalog.aspx		Course Catalog, 2013-2014
	Obligations and responsibilities of students and the institution	http://www.wellesley.edu/studentlife/aboutus/honor ; http://www.wellesley.edu/sites/default/files/assets/departments/provost/files/faculty_handbook_2013_14_0.pdf		
	Information on admission and attendance	http://www.wellesley.edu/admission ; http://www.wellesley.edu/100/		
	Institutional mission and objectives	http://www.wellesley.edu/about/missionandvalues		
	Expected educational outcomes	http://www.wellesley.edu/admission/onlywellesley/after ; http://wellesley.smartcatalogiq.com/2013-2014/Course-Catalog/2013-2014-Course-Catalog.aspx		
	Status as public or independent institution; status as not-for-profit or for-profit; religious affiliation	http://www.wellesley.edu/oir/info/general_information/institutional_characteristics		Factbook 2012 - 2013
	Requirements, procedures and policies re: admissions	http://www.wellesley.edu/admission		
	Requirements, procedures and policies re: transfer credit	http://www.wellesley.edu/studentlife/aboutus/handbook/academic/xfercredit		
	A list of institutions with which the institution has an articulation agreement	http://www.wellesley.edu/academics/theacademicprogram/otherschools		
	Student fees, charges and refund policies	http://www.wellesley.edu/admission/finaid/detailed ; http://www.wellesley.edu/admission/finaid/accounts		
	Rules and regulations for student conduct	http://www.wellesley.edu/studentlife/aboutus/honor ; http://www.wellesley.edu/studentlife/aboutus/handbook/campus		
	Procedures for student appeals and complaints	http://www.wellesley.edu/studentlife/aboutus/honor/procedures ; http://www.wellesley.edu/studentlife/aboutus/handbook/campus		
	Other information re: attending or withdrawing from the institution	http://www.wellesley.edu/admission/finaid/accounts/refunds		
	Academic programs	http://www.wellesley.edu/academics/theacademicprogram		Course Catalog, 2013-2014
	Courses currently offered	http://www.wellesley.edu/academics/catalog		Course Catalog, 2013-2014
	Other available educational opportunities	Study Abroad: http://www.wellesley.edu/oir ; WellesleyX: http://www.wellesley.edu/academics/wellesleyx ; Three-College Collaboration: http://bow3colleges.org/ ; Cross Registration: http://www.wellesley.edu/registrar/registration/cross_reg ; The Tanner Conference: http://www.wellesley.edu/tanner/ ; The Ruhlman Conference: http://www.wellesley.edu/ruhlman ; Community Service & Internships: http://www.wellesley.edu/cws/		
	Other academic policies and procedures	http://www.wellesley.edu/studentlife/aboutus/handbook/academic		
	Requirements for degrees and other forms of academic recognition	http://www.wellesley.edu/academics/theacademicprogram/requirements		Course Catalog 2013-2014

List of current faculty, indicating department or program affiliation, distinguishing between full- and part-time, showing degrees held and institutions granting them	http://www.wellesley.edu/facultyprofiles-a-z ; http://www.wellesley.edu/provost/facultyroster		Course Catalog 2013-2014
Names and positions of administrative officers	http://www.wellesley.edu/about/president/seniorstaff ; http://www.wellesley.edu/oir/info/general_information/admin_org		Factbook 2012- 2013
Names, principal affiliations of governing board members	http://www.wellesley.edu/about/president/trustees		
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	N/A		
Programs, courses, services, and personnel not available in any given academic year.	N/A		
Size and characteristics of the student body	http://www.wellesley.edu/about/wellesleyfacts		Factbook 2012-2013
Description of the campus setting	http://www.wellesley.edu/about/campus		Campus Map
Availability of academic and other support services	http://www.wellesley.edu/advising ; http://www.wellesley.edu/PLTC		
Range of co-curricular and non-academic opportunities available to students	http://www.wellesley.edu/studentlife/campus/involvement		
Institutional learning and physical resources from which a student can reasonably be expected to benefit	http://www.wellesley.edu/studentlife ; http://www.wellesley.edu/advising ; http://www.wellesley.edu/athletics		
Institutional goals for students' education	http://www.wellesley.edu/admission/onlywellesley/after		
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	http://www.wellesley.edu/sites/default/files/assets/common_data_set_2013.pdf ; http://www.wellesley.edu/admission/onlywellesley/after		Factbook 2012-2013
Total cost of education, including availability of financial aid and typical length of study	http://www.wellesley.edu/admission/financial/detailed ; http://www.wellesley.edu/admission/financial ; http://www.wellesley.edu/admission/financial/understanding/aidsources ; http://www.wellesley.edu/admission/financial/educationalfinancing		
Expected amount of student debt upon graduation	http://www.wellesley.edu/admission/affordable/admission_affordable_sidebar		
Statement about accreditation	http://www.wellesley.edu/oir/info/general_information/institutional_characteristics ; http://www.wellesley.edu/oir/otherresources		

Standard 11: Integrity

Last Updated	URL Where Policy is Posted	Responsible Office or Committee
2013	http://www.wellesley.edu/studentlife/aboutus/honor	Office of the Dean of Students; College Government
5/9/11; 2/6/13	https://www.wellesley.edu/its/policies/acceptableuse ; http://www.wellesley.edu/provost/openaccess	Technology Policy
May 2010	http://www.wellesley.edu/hr/currentemployees/handbook/adminhb/ahb01#1-08	Human Resources
April 2004	http://www.wellesley.edu/registrar/ferpa	Registrar
Summer 2013	http://www.wellesley.edu/studentlife/aboutus/handbook/campus	Office of the Dean of Students
10/1/2013	http://www.wellesley.edu/sites/default/files/assets/departments/provost/files/faculty_handbook_2013-14_0.pdf ; http://www.wellesley.edu/hr/policies	Human Resources; Ombuds; Provost's Office
April 2013	http://www.wellesley.edu/hr/currentemployees/handbook/adminhb/ahb01	Human Resources
10/1/2013	http://www.wellesley.edu/sites/default/files/assets/departments/provost/files/faculty_handbook_2013-14_0.pdf	Provost's Office; Ombuds; Department & Program Chairs
Other _____		
Other _____		

Non-discrimination policies

Recruitment and admissions	http://www.wellesley.edu/admission/apply/howto/applicationfaq	Admission
Employment	April 2013 http://www.wellesley.edu/hr/currentemployees/handbook/adminhb/ahb01#1-02	Human Resources
Evaluation	2013 http://www.wellesley.edu/provost/committees/cfa ; http://www.wellesley.edu/provost/articlesgov ; http://www.wellesley.edu/hr/currentemployees/handbook/adminhb	Provost's Office; Committee on Faculty Appointments; Human Resources
Disciplinary action	September 2013 http://www.wellesley.edu/hr/empdev ; http://www.wellesley.edu/provost/committees/cfa	Human Resources; CFA
Advancement		
Institutional non-discrimination and title IX form	10/25/12 http://www.wellesley.edu/sites/default/files/assets/departments/humanresources/files/forms/notice-of-non-discrimination-10192011.pdf ; http://www.wellesley.edu/sites/default/files/assets/departments/purchasing/files/notice_of_non_discrimination_final_updated_10252012.pdf	Human Resources

Resolution of grievances

Students	2013 http://www.wellesley.edu/studentlife/aboutus/honor/procedures	Office of the Dean of Students; College Government
Faculty	10/1/13 http://www.wellesley.edu/sites/default/files/assets/departments/provost/files/faculty_handbook_2013-14_0.pdf	Board of Appeals, General Judiciary, Academic Review Board, Committee on Faculty Appointments, and Review Committee for the Problem Referral Procedure for Faculty
Staff	April 2013 http://www.wellesley.edu/hr/currentemployees/handbook/adminhb/ahb05#02	Human Resources
Other _____		

Last Updated	Relevant URL or Publication	Responsible Office or Committee
1		
2		
3		
4		
5		

Form S1. RETENTION AND GRADUATION RATES

Student Success Measures/ Prior Performance and Goals	3 Years Prior	2 Years Prior	1 Year Prior	Most Recent Year (2013)	Goal for 2014
IPEDS Retention Data					
Associate degree students					
Bachelors degree students	96%	95%	97%	95%	See text.
IPEDS Graduation Data					
Associate degree students					
Bachelors degree students	88% / 93%	87% / 91%	86% / 90%	89%	
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	4- and 6- year graduation rates are given for 2 and 3 years prior, 4- and 5-year graduation rates for 1 year prior.				
2					
3					
4					
5					
6					
7					
8					
9					
10					
* An institution offering graduate degrees must complete this portion.					

Form S2. OTHER MEASURES OF STUDENT ACHIEVEMENT AND SUCCESS

Measures of Student Achievement and Success/ Institutional Performance and Goals	3 Years Prior	2 Years Prior	1 Year Prior	Most Recent Year (2013)	Goal for 2014
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Success of Students Pursuing Higher Degree

1	Percent seniors admitted to graduate program*	93%	86%	90%	92%	See text
2	% seniors admitted to first-choice graduate institution	65%	67%	76%	73%	
3						
4						

Definition and Methodology Explanations

Data from senior surveys; *of seniors who applied to graduate/professional school; **of seniors planning to pursue education in fall after graduation

Rates at Which Graduates Pursue Mission-Related Paths (e.g., Peace Corps, Public Service Law)

Principal activity after graduation						See text.
1	Full-time Employment	66%*	64%*	72%*	74%*	
2	Graduate or professional school	21%	20%	32%	18%	
3	Other/Undecided	13%	16%	6%	8%	
Field of employment						
1	Teaching or education	15%	21%	18%	14%	
2	Science or technology	10%	16%	15%	15%	
3	Consulting finance or insurance	16%	12%	11%	18%	
4	Government, public policy, law	9%	9%	12%	11%	
5	Arts, media or entertainment	11%	6%	9%	8%	
6	Research	9%	2%	7%	12%	
7	Health or medicine	7%	5%	5%	8%	
8	Advertising or public relations	3%	7%	4%	5%	
9	Community/Social Services	3%	3%	4%	1%	
10	Sales	2%	3%	3%	2%	
11	Other	14%	16%	12%	7%	
12	Non-Profit Organization	11%	32%	27%	17%	

Definition and Methodology Explanations

Most recent year based on senior survey. Prior years based on one-year-out survey; *Includes 6-9% doing Teach for America, Peace Corps, AmeriCorps or comparable program. Fields 1-11 add to 100%. Non-Profit Organization was a separate question.

Rates at Which Students Are Successful in Fields for Which They Were Not Explicitly Prepared

Definition and Methodology Explanations

A liberal arts education prepares students to enter many different fields. 30-35% of the one-year-out respondents reported working in an area different from their undergraduate major or minor; nevertheless 84-94% of these alumnae reported being adequately or better prepared for their job.

E-Series 1: Inventory of Educational Effectiveness Indicators— Department & Programs	(1) Have formal learning outcome s been develope d?	(2) Where are these learning outcomes published? (please specify) Include URLs where appropriate.	(3) Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)	(4) Who interprets the evidence? What is the process? (e.g. annually by the curriculum committee)	(5) What changes have been made as a result of using the data/evidence?	(6) Date of most recent program review (for general education and each degree program)
At the institutional level:	Yes	Course catalog describes goals of liberal arts education	<ul style="list-style-type: none"> • Senior Surveys • Alumnae Surveys • Capstone Experiences, such as Ruhlman and Tanner conferences • SEQs • Departmental and program reports 	Annually by Senior Staff, Provost's Office, Faculty, Curriculum Committee, and periodically by Trustees subcommittee	See Standard 4 and Assessment Essay text.	
For general education:	Yes	http://www.wellesley.edu/academics/theacademicprogram/requirements	<ul style="list-style-type: none"> • Senior Surveys • Alumnae Surveys • Capstone Experiences • Departmental and program reports 	Annually by Senior Staff, Provost's Office, Faculty, Curriculum Committee	See Standard 4 and Assessment Essay text.	See Standard 4 and Assessment Essay text for program review implementation updates.
Degree Programs: Africana Studies	Yes	http://www.wellesley.edu/africana/majorminor	<ul style="list-style-type: none"> • Formal and informal contacts with alumnae • Participation in mini-symposia, conferences, and meetings • Course-embedded assessment (exams, papers, projects, presentations) • Senior essay • Capstone course • Outreach to non-majors • SEQs 	Individual faculty for course level, Department /program faculty (regularly scheduled standing meetings), Provost's Office (annually), Curriculum Committee (CCAP)	Added new courses, revised some old courses with the approval of the Curriculum Committee.	1995/1996; scheduled for Spring 2014
American Studies	Yes	http://www.wellesley.edu/americanstudies/major	<ul style="list-style-type: none"> • Capstone courses • Honors theses (by application) • Hersey Writing Prize • SEQs 	Individual faculty for course level, Department /program faculty	<ul style="list-style-type: none"> • Formalized honors thesis • Commitment to offering more AMST 	2005/2006

				(regularly scheduled standing meetings), Provost's Office (annually), Curriculum Committee (CCAP)	300-level seminars • Offering AMST 101, AMST 151, and AMST 315 every year without exception.	
Anthropology	Yes	http://www.wellesley.edu/anthropology/major	<ul style="list-style-type: none"> • Every major and minor submits dossier of 3 works for faculty review of achieved learning goals and outcomes • Capstone written exam (formal) • Informal survey of graduates • SEQs 	Individual faculty for course level, Department /program faculty (regularly scheduled standing meetings), Provost's Office (annually), Curriculum Committee (CCAP)	<ul style="list-style-type: none"> • Based on evidence from dossiers, the introductory course now includes mini-fieldwork experiences • Implementation of formal exam to capture integrated learning across specialties in anthropology 	2008/2009
Art	Yes	http://wellesley.smartcatalogiq.com/en/2013-2014/Course-Catalog/2013-2014-Course-Catalog/Departments-and-Programs/Department-of-Art/Goals-for-the-Art-Major	<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) • SEQs 	Individual faculty for course level, Department /program faculty (regularly scheduled standing meetings), Provost's Office (annually), Curriculum Committee (CCAP)	<ul style="list-style-type: none"> • Currently developing best methods to close departmental assessment loops through potential subcommittee and departmental discussions. 	1998/1999
Astronomy and Astrophysics	Yes	http://www.wellesley.edu/astronomy/curriculum/major_minor_requirements/major http://www.wellesley.edu/astronomy/curriculum/major_minor_requirements/astrophysicsmajor	<ul style="list-style-type: none"> • Longitudinal alumnae surveys • Feedback from past majors/minors • Feedback from students in grad school • Course-embedded assessment (exams, papers, projects, presentations) • SEQs 	Individual faculty for course level, Department /program faculty (regularly scheduled standing meetings), Provost's Office (annually), Curriculum Committee (CCAP)	<ul style="list-style-type: none"> • Holding formal problem session related to individual courses • Greater emphasis on self-diagnosis in the first week of the semester through an appendix in the textbook • Open-ended question/solicitation of comments clarify misconceptions along the way, not just at exam time 	1998/1999; scheduled for 2015/2016
Biological	Yes	http://www.wellesley.edu	• Feedback about student success in graduate/	Program advisory	Senior & alumnae	2003

Chemistry		u/biologicalchemistry/major	<p>medical school</p> <ul style="list-style-type: none"> • GRE and MCAT results • Course-embedded assessment (exams, papers, projects, presentations) • Survey of alumnae from the previous 5 years • Follow-up survey on ethics • Focused assessment student independent research • SEQs 	committee 3-4/yr and regular electronic dialogue; Individual faculty for course level, Provost's Office (annually), Curriculum Committee (CCAP)	surveys report less sense of community among majors led to: shared course requirement for all majors earlier in sequence, student-chosen faculty advisors; separate thesis group for this interdepartmental program	
Biological Sciences	Yes	http://www.wellesley.edu/biology/majorreqs	<ul style="list-style-type: none"> • Annual review/examination of core curriculum • Honors theses • Grad school, med school acceptance rates/GREs/MCAT scores • Fellowships/awards/ internships • Student authorship on publications and presentations • Course-embedded assessment (exams, papers, projects, presentations, pre and post course assessment surveys) 	Individual faculty for course level, Department /program faculty (regularly scheduled standing meetings), Provost's Office (annually), Curriculum Committee (CCAP)	<ul style="list-style-type: none"> • Formation of a departmental assessment committee • Increased selection of "appetizer courses" at the introductory level • 300 level courses revised to strengthen communication skills in graduates. • More "real science" lab courses model • Outreach program with an inner city Boston middle school. To allow students to teach 7th or 8th graders (supervised by Wellesley faculty and the classroom teacher). 	2012/2013
Chemistry	Yes	http://www.wellesley.edu/chemistry/major	<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 • SEQs • Informal feedback from majors • Course-embedded assessment (exams, papers, projects, presentations) 	Individual faculty for course level, Department /program faculty (regularly scheduled standing meetings), Provost's Office (annually), Curriculum Committee (CCAP)	<ul style="list-style-type: none"> • Currently leading efforts to discuss and implement findings of the recent self-study and best methods to close departmental assessment loops through potential subcommittee and departmental discussions. 	2011/2012
Classical Studies	Yes	http://www.wellesley.edu/classical/major	<ul style="list-style-type: none"> • See Assessment Reflective Essay text. 	Individual faculty for course level, Department	<ul style="list-style-type: none"> • See Assessment Reflective Essay text. 	1997/1998

				/program faculty (regularly scheduled standing meetings), Provost's Office (annually), Curriculum Committee (CCAP)		
Cognitive and Linguistic Sciences	Yes	http://www.wellesley.edu/cogsci/major	<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) • Survey of former majors in graduate programs every 5 years • Lunch meet-and-greet with majors; Pre-graduation lunch with senior majors 	Individual faculty for course level, Department /program faculty (regularly scheduled standing meetings), Provost's Office (annually), Curriculum Committee (CCAP)	<ul style="list-style-type: none"> • Added an historical linguistics course •Majors advised to take advanced statistics if going to graduate programs; •developing common space for more informal faculty/student interaction 	
Comparative Literature	Yes	http://www.wellesley.edu/complit/requirements	<ul style="list-style-type: none"> • Capstone seminar • Performance in honors program • Data from OIR • Course-embedded assessment (exams, papers, projects, presentations) • SEQs 	Individual faculty for course level, Department /program faculty (regularly scheduled standing meetings), Provost's Office (annually), Curriculum Committee (CCAP)	Syllabi, for example, have been adjusted in response to experiences of individual instructors and their interpretation of the data available (SEQs, outcomes, consultation with students)	
Computer Science	Yes	http://www.wellesley.edu/cs/curriculum/major	<ul style="list-style-type: none"> • Feedback from faculty/student focus groups during the 2011/12 department self-study; groups focused on introductory courses, the core curriculum and goals for the major and minor, broadening participation, advising, and learning experiences outside the classroom • Bi-annual "Cirque du CS" in which students present project work to other students, faculty, staff, alumnae, and visitors from the general public • Placement of students in summer internships at technology companies and university research labs (including NSF REU programs) • Participation in academic year and summer research programs at Wellesley College • Participation in Wellesley conferences (Ruhlman, Tanner), outside professional 	Groups of 2-4 faculty members and lab instructors teaching same course interpret performance on course-based assessments	<ul style="list-style-type: none"> •Self-study and student surveys and focus groups led to revision of goals for the major to enhance confidence in technical and collaborative skills and importance of CS in solving real-world problems, through the creative, collaborative and exploratory nature of work. • Pilot new introductory course incorporating new goals emphases. •more hands-on active learning activities •more 	2011/2012

			<p>conferences, and programming and design competitions (including Hackathons)</p> <ul style="list-style-type: none"> • Required senior seminar presentation for all CS majors • Job placement • Graduate school admissions and program success • Alumnae feedback, including discussions around alumni panels and talks hosted by the department, conversations with alumni at reunion events, faculty visits to alumni clubs, gatherings of alumni at conferences, and communications through our LinkedIn group that has nearly 400 members • Survey data (e.g. COFHE alumni and senior surveys, CRA/NSF Data Buddies Project on Broadening Participation in Computing), including comparative data with other CS programs • Course-embedded assessments (exams, papers, projects, presentations); for some courses, students submit a questionnaire with each assignment that includes a self-reflection on their learning outcome and challenges 		<p>team-based collaborative projects.</p> <ul style="list-style-type: none"> • Use of self-reflection questionnaires for individual assignments 	
East Asian Languages and Literature	Yes	http://www.wellesley.edu/eall/majorsminors	<ul style="list-style-type: none"> • See Assessment Reflective Essay text. • Course-embedded assessment (exams, papers, projects, presentations) • Oral Proficiency Interviews (OPI) 	Individual faculty for course level, Department /program faculty (regularly scheduled standing meetings), Provost's Office (annually), Curriculum Committee (CCAP)	<ul style="list-style-type: none"> • See Assessment Reflective Essay text. 	2002/2003
East Asian Studies	Yes	http://wellesley.smartcatalogiq.com/en/2013-2014/Course-Catalog/2013-2014-Course-Catalog/Departments-and-Programs/East-Asian-Studies-Program/East-Asian-	<ul style="list-style-type: none"> • Program Director, when evaluating senior majors' transcripts, shall keep a record of majors who have pursued the specified comparative courses and/or have explored at least two East Asian cultural regions in some depth. Depth is defined as two courses for each region • Collect a sample of the seminar papers of all junior and senior majors 	Individual faculty for course level, Department /program faculty (regularly scheduled standing meetings), Provost's Office (annually), Curriculum	<ul style="list-style-type: none"> • Currently developing best methods to close departmental assessment loops through potential subcommittee and departmental discussions. 	2002/2003

		Studies-Major	<ul style="list-style-type: none"> • Implementation of a new way to track target language use in EAS courses • SEQs 	Committee (CCAP)		
Economics	Yes	http://www.wellesley.edu/economics/major	<ul style="list-style-type: none"> • Course-embedded assessment (exams, papers, projects, presentations) • Student preparedness in upper-level courses; e.g., subset of papers from 200 and 300 level classes are submitted to a dept subcommittee for review at the end of the year • Job and graduate school placement • SEQs 	Individual faculty for course level, Department /program faculty (regularly scheduled standing meetings), Provost's Office (annually), Curriculum Committee (CCAP)	<ul style="list-style-type: none"> • Creation of Economics 103 (a required statistics course) to prepare better for Econometrics 203 • Eliminated Credit/No Credit option for ECON 203 to ensure stronger team learning and contributions by all students 	2008/2009
Education	Yes		<ul style="list-style-type: none"> • Independent Study courses or research with faculty, similar to a capstone • Teaching portfolios • Online, digital forms of assessment in during courses • Surveying alumnae about their careers annually through an online database and compile their answers in an electronic newsletter, which we send to all alumnae in the database • Review and discussion of syllabi analysis to understand coverage, overlap, and student achievement • Review and discussion of samples of student work, including from alumnae • SEQs 	Individual faculty for course level, Department /program faculty (regularly scheduled standing meetings), Provost's Office (annually), Curriculum Committee (CCAP)	<ul style="list-style-type: none"> • Updating readings, activities, and designing new online digital exercises and assessments. • New Urbanf education course including community engagement beyond schools • 2 courses, including a new course, part of the First Year Seminar program. • Strengthened teaching English as a Second language and Sheltered English Immersion. 	2013/2014
English	Yes	http://www.wellesley.edu/english/majorminor	<ul style="list-style-type: none"> • Data and analysis from OIR • Survey of alumnae • Data comparison with peer institutions • Performance in honors program • SEQs • Course-embedded assessment (exams, papers, projects, presentations) • Quiz administered in all courses, non-majors serving as "control group" to see how majors are progressing • Survey of 2013 graduating English majors, asking how the Department has prepared them 	Individual faculty for course level, Department /program faculty (regularly scheduled standing meetings), Provost's Office (annually), Curriculum Committee (CCAP)	<ul style="list-style-type: none"> • Redesign of dept alumnae survey to more directly address learning goals and assessment • Current results confirmed o that funded summer internships are key to linking learning outcomes and workplace: 2 funded new internships now. • Continued discussion 	2008/2009

			for what they plan to do after graduation.		of assessing majors skills and knowledge acquirement	
Environmental Studies	Yes	http://www.wellesley.edu/environmentalstudies/major	<ul style="list-style-type: none"> • Student preparedness for upper-level courses • Capstone: transfer of skills and concepts to new contexts and problems; 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) • faculty administered survey to students every 3 years regarding their learning, goals for the major, and suggestions for the program. The most recent such survey was conducted in December 2012, including survey of students in 100-level courses • Alumnae tracking 	Bi-annual faculty teaching discussions, and retreats (Jan 2013 most recent); Individual faculty for course level, Department /program faculty (regularly scheduled standing meetings), Provost's Office (annually), Curriculum Committee (CCAP)	<ul style="list-style-type: none"> • Specific learning objectives in course syllabi • Revising courses at 100-level and 200-level to improve sequencing • New emphasis to writing in existing courses • New alternative 300-level capstone writing course for major • Student interest in sustainability issues, the ES program spearheaded Wellesley's participation in the Babson-Olin-Wellesley Sustainability Certificate Program • Regular senior events and shared alumnae profiles to assist seniors with job placement. 	2004/2005
French	Yes	http://www.wellesley.edu/french/major	<ul style="list-style-type: none"> • Course-embedded assessment (exams, papers, projects, presentations) • Survey majors to evaluate performance on goals <p>New "Option B" summative honors exam for majors who don't wish to write an honors thesis</p> <ul style="list-style-type: none"> • Oral Proficiency Interviews (OPI) • SEQ's 	Individual faculty for course level, Department /program faculty (regularly scheduled standing meetings), Provost's Office (annually), Curriculum Committee (CCAP)	<ul style="list-style-type: none"> • Update 2 major preparation courses (FREN 210 and 211) • New placement advising practices as a result of a survey of students completing the language-requirement course • See Assessment Reflective Essay text. 	1997/1998
Geosciences	Yes	http://www.wellesley.edu/geosciences/major	<ul style="list-style-type: none"> • See Assessment Reflective Essay text. • Student preparedness for upper-level courses • Honors theses, independent projects • Student presentations at conferences • Student co-authorship on publications • Graduate school admissions 	Individual faculty for course level, Department /program faculty (regularly scheduled standing meetings),	<ul style="list-style-type: none"> • See Assessment Reflective Essay text. 	2000/2001; scheduled for 2015/2016

			<ul style="list-style-type: none"> • External examiners on honors thesis committees • Course-embedded assessment (exams, papers, projects, presentations) • Senior forum administered by junior majors •SEQs 	Provost's Office (annually), Curriculum Committee (CCAP)		
German	Yes	http://www.wellesley.edu/german/majorminor	<ul style="list-style-type: none"> • See Assessment Reflective Essay text. • Performance in honors program • Student applications for study abroad and wintersession programs • Data from OIR • SEQs • Course-embedded assessment (exams, papers, projects, presentations) • Students self-assessment • One-to-one conferences between professors and students 	Individual faculty for course level, Department /program faculty (regularly scheduled standing meetings), Provost's Office (annually), Curriculum Committee (CCAP)	<ul style="list-style-type: none"> • See Assessment Reflective Essay text. • Instructors adjust syllabi according to information a) gathered through SEQs, b) based on outcomes documented in tests & assignments such as essays, c) conversations with students and other faculty members 	2007/2008
History	Yes	http://www.wellesley.edu/history/majorminor	<ul style="list-style-type: none"> • See Assessment Reflective Essay text. •SEQs 	Individual faculty for course level, Department /program faculty (regularly scheduled standing meetings), Provost's Office (annually), Curriculum Committee (CCAP)	<ul style="list-style-type: none"> • See Assessment Reflective Essay text. 	2010/2011
Italian Studies	Yes		<ul style="list-style-type: none"> • See Assessment Reflective Essay text. • Oral Proficiency Interviews (OPI) • Student performance in honors program • Course-embedded assessment (exams, papers, projects, presentations) • Course sequencing faculty review for coherence and reflection of major learning goals •SEQs 	Individual faculty for course level, Department /program faculty (regularly scheduled standing meetings), Provost's Office (annually), Curriculum Committee (CCAP)	<ul style="list-style-type: none"> • See Assessment Reflective Essay text. 	1997/1998; Scheduled for 2015/2016
Jewish Studies	Yes	http://www.wellesley.edu	<ul style="list-style-type: none"> • Jewish Studies Advisory committee interviews 	Individual faculty for	<ul style="list-style-type: none"> • Adding major 	

		u/jewishstudies/major_minor	<p>each graduating senior about her major.</p> <ul style="list-style-type: none"> • SEQs 	<p>course level, Department /program faculty (regularly scheduled standing meetings), Provost's Office (annually), Curriculum Committee (CCAP)</p>	<p>coherence in required capstone course that is semi-structured, that draws upon the entire faculty of the Program, and that is taught as a independent study. One faculty member would supervise the course but the student would read from a set list of books and consult with other faculty in the Program.</p>	
Latin American Studies	Yes	http://www.wellesley.edu/latinamerican/major	<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) • SEQs 	<p>Individual faculty for course level, Department /program faculty (regularly scheduled standing meetings), Provost's Office (annually), Curriculum Committee (CCAP)</p>	<ul style="list-style-type: none"> • As a relatively small program that is undergoing its first external review, all proposals for future action are being reviewed as part of the self-study. 	2013/2014
Mathematics	Yes	http://www.wellesley.edu/math/major_minor/major_requirements	<ul style="list-style-type: none"> • Course-embedded assessment (exams, papers, projects, presentations) • Equity review of relationship between student backgrounds and demographics of those enrolled in lower level courses to determine gateways or strategies to redress any differential patterns • SEQs 	<p>Individual faculty for course level, Department /program faculty (regularly scheduled standing meetings), Provost's Office (annually), Curriculum Committee (CCAP)</p>	<ul style="list-style-type: none"> • Each instructor uses the information gained from the homework and problem sets to adjust the pace and emphasis of the course. • Information from the final exams (which, in most courses, cover the entire content of the course) informs the instructors about parts of the course that may need more emphasis and more time. • Leadership by two faculty to diversify and attract more minority and first-generation students to continue in the mathematics 	2007/2008

					curriculum, especially to encourage STEM major plans	
Media Arts and Sciences	Yes	http://www.wellesley.edu/mas/major	<ul style="list-style-type: none"> • See Assessment Reflective Essay text. • Unique intersection of Computer Science assignment related reflections with Art critique formats for evaluation and assessment • SEQs 	Individual faculty for course level, Department /program faculty (regularly scheduled standing meetings), Provost's Office (annually), Curriculum Committee (CCAP)	<ul style="list-style-type: none"> • See Assessment Reflective Essay text. 	
Medieval and Renaissance Studies	Yes	http://wellesley.smartcatalogiq.com/en/2013-2014/Course-Catalog/2013-2014-Course-Catalog/Departments-and-Programs/Medieval-Renaissance-Studies/MedievalRenaissance-Studies-Major	<ul style="list-style-type: none"> • Examination the transcripts of all majors who graduated last year • Examination of courses taken abroad by majors to assess if study abroad experience strengthened their interdisciplinary experience 	Individual faculty for course level, Department /program faculty (regularly scheduled standing meetings), Provost's Office (annually), Curriculum Committee (CCAP)	<ul style="list-style-type: none"> • Currently developing best methods to close departmental assessment loops through potential subcommittee and departmental discussions. 	
Middle Eastern Studies	Yes	http://www.wellesley.edu/mes/majorminor	<ul style="list-style-type: none"> • Regular quizzes and exams, oral exams, listening exercises, role-playing activities, skits, blogs • SEQs 	Individual faculty for course level, Department /program faculty (regularly scheduled standing meetings), Provost's Office (annually), Curriculum Committee (CCAP)	<ul style="list-style-type: none"> • Classroom-based activities, including the use of authentic materials; • Extra-curricular cultural events, including an ongoing Arabic film series, Arabic cooking sessions, Arabic musical events, calligraphy workshops, and screenings and discussions with visiting film directors from Arabic-speaking countries. 	
Music	Yes	http://www.wellesley.edu/music/major	<ul style="list-style-type: none"> • End-of-semester evaluations/juries • Solo/ensemble concerts • Student success in graduate programs • Course-embedded assessment (exams, papers, 	Individual faculty for course level, Department /program faculty	<ul style="list-style-type: none"> • Improved entry-level theory courses, such that now there is a course for beginners and in basic 	1999/2000; scheduled for 2013/2014

			<p>projects, presentations)</p> <ul style="list-style-type: none"> • Training and assessment on an individual basis • Music performance juries, recitals, ensemble concerts, Ruhlman presentations • Exit interviews 	(regularly scheduled standing meetings), Provost's Office (annually), Curriculum Committee (CCAP)	<p>music theory.</p> <ul style="list-style-type: none"> • Created a new focus area for in-depth study of jazz 	
Neuroscience	Yes	http://www.wellesley.edu/neuroscience/major	<ul style="list-style-type: none"> • See Assessment Reflective Essay text. • 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) 	Individual faculty for course level, Department /program faculty (regularly scheduled standing meetings), Provost's Office (annually), Curriculum Committee (CCAP)	<ul style="list-style-type: none"> • See Assessment Reflective Essay text. 	2006/2007
Peace and Justice Studies	Yes	http://www.wellesley.edu/peaceandjusticestudies/major	<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 • Assessment of experiential work • Course-embedded assessment (exams, papers, projects, presentations) • Capstone seminar 	Individual faculty for course level, Department /program faculty (regularly scheduled standing meetings), Provost's Office (annually), Curriculum Committee (CCAP)	<ul style="list-style-type: none"> • Updated program for majors in the class of 2014 and beyond: Students now complete 4 core courses, rather than two, including a capstone senior seminar. • Piloting more systematic assessment of experiential work 	2007/2008
Philosophy	Yes	http://www.wellesley.edu/philosophy/major	<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) • Senior majors will give 40-minute presentations and discussion to faculty and philosophy majors and minors • Implementation of "peer teaching" senior 	Individual faculty for course level, Department /program faculty (regularly scheduled standing meetings), Provost's Office (annually), Curriculum Committee (CCAP)	<ul style="list-style-type: none"> • Oral exams • More emphasis on student presentations in seminars • Philosophy Lab (peer teaching senior project). 	2011/2012

			project			
Physical Education	Yes	http://wellesley.smartcatalogiq.com/en/2013-2014/Course-Catalog/2013-2014-Course-Catalog/Departments-and-Programs/Department-of-Physical-Education-Recreation-and-Athletics/PE-121-Fall-and-Spring-Physical-Education-Requirement http://www.wellesley.edu/athletics/athleticsmission	<ul style="list-style-type: none"> • Student Evaluation Questionnaires for all PE classes (PE SEQ) • First-Year Only PE course Survey, expanded for 2013-14 (FYO survey) • Capstone experiences on last day of many PE classes (tournaments, performances, etc.) 	Individual faculty for course level, Department /program faculty (regularly scheduled standing meetings), Provost's Office (annually), Curriculum Committee (CCAP)	<ul style="list-style-type: none"> • First-Year Only PE courses addressing wellness and implementing pre and post surveys in all sections to assess how successfully these classes address their proposed outcomes and how well students master them. • Course-specific learning outcomes are specified in <u>course descriptions</u> and syllabi • Courses address cognitive benefits of physical activity. • Revised Physical Education SEQ and placed it online to elicit more qualitative feedback. 	2012/2013
Physics	Yes	http://www.wellesley.edu/physics/major	<ul style="list-style-type: none"> • Physical sciences section of Medical College Admissions Test (MCAT) • "Best Practices" study, where faculty visit successful peer departments • Introductory mechanics courses use the Force Concept Inventory, a well-validated tool that is in widespread use in the physics community • Teaching with real time assessment, using commonly use "peer instruction" and "just in time teaching" techniques in which gives the instructor immediate feedback on the level of student understanding •SEQs 	Individual faculty for course level, Department /program faculty (regularly scheduled standing meetings), Provost's Office (annually), Curriculum Committee (CCAP)	<ul style="list-style-type: none"> • Institution of a required advanced lab course for the major (Physics 310, Experimental Physics)—an important "best practice" study result 	1998/1999; scheduled for 2014/2015
Political Science	Yes	http://www.wellesley.edu/politicalscience	<ul style="list-style-type: none"> • Honors theses assessed through oral examination • Survey of honors students to assess honors 	Individual faculty for course level, Department	<ul style="list-style-type: none"> • Currently developing best methods to close departmental assessment 	2007/2008

			<p>program</p> <ul style="list-style-type: none"> • Annual paper competitions with blind evaluation • Political Science Majors' Council feedback • Course-embedded assessment (exams, papers, projects, presentations) • SEQs • Department meeting devoted to discussing how we set goals for students and measure their progress, including grading standards 	/program faculty (regularly scheduled standing meetings), Provost's Office (annually), Curriculum Committee (CCAP)	loops through potential subcommittee and departmental discussions.	
Psychology	Yes	http://www.wellesley.edu/psychology/major	<ul style="list-style-type: none"> • See Assessment Reflective Essay text. • Random survey of students in 101 and R-courses • Standard post-test for students in R-courses • Capstone experience • Honors program • Student conference presentations • Employer feedback on alumnae preparation 	Individual faculty for course level, Department /program faculty (regularly scheduled standing meetings), Provost's Office (annually), Curriculum Committee (CCAP)	• See Assessment Reflective Essay text.	2001/2002; scheduled for 2014/2015
Quantitative Reasoning	Yes	http://www.wellesley.edu/qr/requirement	<ul style="list-style-type: none"> • Pre- and post-course test questions • Pre- and post-course attitude assessment (designed at Dartmouth) • Alumnae surveys • SEQs • Course-embedded assessment (exams, papers, projects, presentations) 	Individual faculty for course level, Department /program faculty (regularly scheduled standing meetings), Provost's Office (annually), Curriculum Committee (CCAP)	• Establishment of the Quantitative Analysis Institute (QAI)	Expected in 2015/2016
Religion	Yes	http://www.wellesley.edu/religion/majorminor	<ul style="list-style-type: none"> • Faculty run senior exit interviews • SEQs 	Individual faculty for course level, Department /program faculty (regularly scheduled standing meetings), Provost's Office (annually), Curriculum Committee (CCAP)	• Implementation of a senior capstone seminar as a result of interviews	2009/2010
Russian	Yes	http://www.wellesley.edu/russian/majorminor	<ul style="list-style-type: none"> • See Assessment Reflective Essay text. • SEQs 	Individual faculty for course level, Department	• See Assessment Reflective Essay text.	1996/1997

				/program faculty (regularly scheduled standing meetings), Provost's Office (annually), Curriculum Committee (CCAP)		
Russian Area Studies	Yes	http://www.wellesley.edu/russianareastudies/major	<ul style="list-style-type: none"> • Program advisory committee (interdepartmental faculty) review of program coherence and role in College-wide curriculum • Participation in prestigious/rigorous conferences • SEQs 	Individual faculty for course level, Department /program faculty (regularly scheduled standing meetings), Provost's Office (annually), Curriculum Committee (CCAP)	<ul style="list-style-type: none"> • Worked across departments, and through campus symposia, lectures, and discussions to infuse and address Russian cultural and political awareness across campus 	1996/1997
Sociology	Yes	http://www.wellesley.edu/sociology/major	<ul style="list-style-type: none"> • Senior exit survey from OIR • Honors program • Course-embedded assessment (exams, papers, projects, presentations) • SEQs <p>Future:</p> <ul style="list-style-type: none"> • Comprehensive exam for seniors 	Individual faculty for course level, Department /program faculty (regularly scheduled standing meetings), Provost's Office (annually), Curriculum Committee (CCAP)	<ul style="list-style-type: none"> • Several faculty list course learning outcomes on their syllabi • Dissatisfaction with honors program has led us to develop a set of guidelines for honors work that we hope will enrich the learning experience of our students and enhance the quality of honors work; we will revisit and reassess these guidelines on an annual basis • Following a curriculum review of in fall 2012, the department decided to offer more 100-level courses (of a variety of types, e.g., first year seminars, community based research, survey of the field) to better prepare students for more advanced work in sociology 	2009

					<ul style="list-style-type: none"> • Cap enrollments in 100-level course at 25 to increase the likelihood that the learning outcomes are achieved 	
South Asia Studies	Yes	http://www.wellesley.edu/southasiastudies/major/minor	<ul style="list-style-type: none"> • See Assessment Reflective Essay text. • Direct faculty-student interaction and discussions due to small number of majors • Participation in the Honors program • Job and graduate school placement • Admission and success in non-Wellesley language programs • Continuing contact with alumnae • Course-embedded assessment (exams, papers, projects, presentations) • SEQs 	Individual faculty for course level, Department /program faculty (regularly scheduled standing meetings), Provost's Office (annually), Curriculum Committee (CCAP)	<ul style="list-style-type: none"> • See Assessment Reflective Essay text. 	
Spanish	Yes	http://www.wellesley.edu/spanish/major	<ul style="list-style-type: none"> • See Assessment Reflective Essay text. • Capstone experience (SPAN 340, Honors Thesis) • 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) • Pre- and post oral proficiency interviews • Portfolio assessment • Data on student learning in Barcelona wintersession program • Pre- and post-course tests • Coding Rubric for Direct Assessment of Literary and Cultural Analysis of Texts in Student Writing. All sections 242 and higher (25% of final papers) 	Individual faculty for course level, Department /program faculty (regularly scheduled standing meetings), Provost's Office (annually), Curriculum Committee (CCAP)	<ul style="list-style-type: none"> • See Assessment Reflective Essay text. • Advanced grammatical structures and vocabulary, plus practice in advanced writing techniques, prior to upper 200 and 300 level courses and seminars • New Calderwood Seminar and First Year Seminar • Refocusing 200 level course to ground majors in the breadth and diversity of cultural production in the Hispanic world 	2012/2013

Theater Studies	Yes	http://www.wellesley.edu/theatre/majorminor	<ul style="list-style-type: none"> • Students actively pursue (with the encouragement and guidance of the faculty) a portfolio that reveals success and failure in chosen pursuits • Independent studies (exhibits, performances, portfolios) • Job placement • SEQs • Informal feedback from current/former students • Course-embedded assessment (exams, papers, projects, presentations); especially applied projects • New apprenticeship opportunities (with the faculty) for our students in the broader Boston area during and after their undergraduate years 	Individual faculty for course level, Department /program faculty (regularly scheduled standing meetings), Provost's Office (annually), Curriculum Committee (CCAP)	<ul style="list-style-type: none"> • Added short play festivals and the opportunity for full productions to appropriate writers • Expanded design apprenticeships • More undergraduate interns with Wellesley Summer Theatre Company 	2014/2015
Women's and Gender Studies	Yes	http://www.wellesley.edu/wgst/majorminor	<ul style="list-style-type: none"> • Capstone experience • Annual faculty-led 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) • Alumnae meet with seniors to talk about how the dept prepares them for future (alumnae panel held yearly) • SEQs 	Individual faculty for course level, Department /program faculty (regularly scheduled standing meetings), Provost's Office (annually), Curriculum Committee (CCAP)	<ul style="list-style-type: none"> • Capstone seminar revamping. • Considering route to honors other than thesis 	1997/1998; Scheduled for 2014/2015
Writing Program	Yes	http://www.wellesley.edu/writingprogram	<ul style="list-style-type: none"> • See Assessment Reflective Essay text. 	Individual faculty for course level, Department /program faculty (regularly scheduled standing meetings), Provost's Office (annually), Curriculum Committee (CCAP)	<ul style="list-style-type: none"> • See Assessment Reflective Essay text. 	2006/2007