Wellesley College Accreditation, 2009

Report to the
Faculty, Administration, Trustees, Students
of
Wellesley College
Wellesley, Massachusetts

by

An Evaluation Team representing the
Commission on Institutions of Higher Education
of the
New England Association of Schools and Colleges

Prepared after study of the institution's
self-evaluation report and a visit to
the campus March 8-11, 2009

The members of the team:

Chairperson: Dr. Robert A. Oden, Jr., President, Carleton College, Northfield, MN

Dr. Jean Joyce-Brady, Dean of Students, Massachusetts College of Pharmacy and Health Sciences

Dr. Gary Kates, VP Academic Affairs, Pomona College.

S. Catherine Longley, SVP Finance/Administration and Treasurer, Bowdoin College

Marian Matheson, Director of Institutional Research, Amherst College

Dr. Marysa Navarro-Aranguren, Professor of History, Dartmouth College.

Dr. Elliott Shore, Chief Information Officer, Bryn Mawr College.

Dr. Kathleen Skubikowski, Associate Professor of English, Middlebury College.

Date form completed: __March 10, 2009__

Name of Institution: Wellesley College

1. **History**   Year chartered or authorized __1870__   Year first degrees awarded __1879__

2. **Type of control:** ☐ State   ☐ City   ☐ Other; specify: _____
        X Private, not-for-profit   ☐ Religious Group; specify: _____
        ☐ Proprietary   ☐ Other; specify: _____

3. **Degree level:**
   ☐ Associate   X Baccalaureate   ☐ Masters   ☐ Professional   ☐ Doctorate

4. **Enrollment in Degree Programs** (Use figures from fall semester of most recent year):

	Full-time	Part-time	FTE	Retention[a]	Graduation[b]	# Degrees[c]
Associate						
Baccalaureate	2190	154	2231.00	94%	91%	
Graduate						

     (a) full-time 1st to 2nd year   (b) 3 or 6 year graduation rate   (c) no. of degrees awarded most recent year

5. **Number of current faculty:**   Full time __283__   Part-time __165__   FTE: __241__

6. **Current fund data for most recently completed fiscal year:** (Specify year: __2008__)
   (Double click in any cell to enter spreadsheet. Enter dollars in millions; e.g., $1,456,200 = $1.456)

Revenues		**Expenditures**	
Tuition	$48.438	Instruction	$80.742
Gov't Appropriations	$4.183	Research	$10.672
Gifts/Grants/Endowment	$97.386	General	$34.679
Auxiliary Enterprises	$30.100	Auxiliary Enterprises	$37.328
Other	$6.030	Other	$24.911
Total	$186.137	Total	$188.332

7. **Number of off-campus locations:**
   In-state _____   Other U.S. _____   International __0_   Total _0__

8. **Number of degrees and certificates offered electronically:**
   Programs offered entirely on-line _0_   Programs offered 50-99% on-line _0_

9. **Is instruction offered through a contractual relationship?**
   X No   Yes; specify program(s): _____

10. **Accreditation history:**
    Candidacy: __None__   Initial accreditation: __December 1929__   Last comprehensive evaluation: __Spring 1999__
    Last Commission action: __Fifth-year interim report accepted__   Date: __March 4, 2004__

11. **Other characteristics:**

Introduction:

The evaluation team visited Wellesley College, March 8-11, 2009, as a part of the NEASC continuing accreditation process. Our charge was to evaluate Wellesley College in accord with each of the eleven *Standards* established by the Commission on Institutions of Higher Education (plus an additional and twelfth Standard ["Staff"] selected by Wellesley) and to respond to the College's self-study report.

The team received from Wellesley College the College's self-study approximately six weeks in advance of our visit, and we found the self-study report to be markedly helpful and notable for its openness and candor, traits we also found in abundance during our meetings at Wellesley. In addition, our hosts at Wellesley extended to us quite extraordinary courtesy before and during our visit, and those with whom we worked most closely were especially helpful in responding to our requests for meetings beyond the multiple meetings arranged in advance of our visit.

Every group and individual meeting the team held on campus - and there were approximately sixty meetings with scores of faculty, students, and staff - led us to conclude that there was clear knowledge on behalf of all at Wellesley of the accreditation process. Many members of the Wellesley community had read the self-study and were aware of the evaluating team's roles during the team visit. The Board of Trustees, with three of whose members we met, had been informed by Wellesley's administrative leadership of the accreditation process and were well versed in the process and in the self-study.

Before the team's visit and in November of 2008, the team's chair made a two-day visit to Wellesley College in order to familiarize himself with the campus and to begin to arrange the schedule for the team's visit four months later. Prior to the team's visit, every member of the team received hard copy of the self-study report and a flash drive containing this document and the Wellesley College Fact Book. In addition, the document room provided to the evaluation team was supplied with materials and data on Wellesley, each of them assembled according to the Standards of Accreditation. Many of these materials were also available in electronic format on a computer stationed in the document room. All of these materials and data were comprehensive, up-to-date, and helpful to the team throughout our visit.

The basis for the data and the judgments in the twelve sections of this report, which address the eleven *Standards for Accreditation* of the Commission on Institutions of Higher Education of the New England Association of Schools and Colleges and a twelfth Standard (Staff) added by Wellesley, is the following: Wellesley College's self-study report; a significant number of other publications of the College and information about the College, including also the College's Fact Book (on an electronic flash drive); the Chairperson's Preliminary Visit in November of 2008; and the team's visit on March 8-11, 2009.

The team's evaluation of Wellesley College is a comprehensive appraisal following the last such, which was completed in 1999. The team's chair was provided with a copy of the report from the 1999 evaluation, and this report was available to all members of the team in the document room. Following the completion of this report, Wellesley College will have the opportunity to respond as a further dimension of the evaluation process.

Standard I: Mission and Purpose

"Wellesley College provides an excellent liberal arts education for women who will make a difference in the world." The statement is notably concise and yet communicates clearly Wellesley's aspirations for itself and for the women it educates. As part of the College logo, the statement is ubiquitous in Wellesley publications, on the College's homepage, on the Admissions homepage, in the course catalog, on the covers of the annual report, the report of the 2015 Committee, etc. Formally adopted by the trustees in 1989, in anticipation of that year's continuing accreditation, the current statement reflects continuity in purpose dating back to the original indenture of founder Henry Durant in 1875 and to the bylaws of 1885 committing Wellesley College to the "education and culture of women" for "lives of noblest usefulness." In addition, the statement provides continuity with the original motto on the College's seal: *non ministrari sed ministrare* – "not to be served but to serve" – and at the same time is transformative, in that it aspires to call young women from lives of privilege to lives of service.

Beginning in the fall of 2004, under the presidency of Diana Chapman Walsh (1993-2007), a commission comprised of 20 faculty, trustees, students, alumnae, staff and College officers devoted one year to assessing the Wellesley of the present in order to better imagine the Wellesley of the future. Entitled "The 2015 Commission," its report, "Envisioning the Future," reflects a process of revisiting, debating, and identifying the aspirations of the mission statement. The Commission debated what exactly an "excellent liberal arts education" might look like in the 21st century; it reaffirmed the decision to be a women's college; and it debated the intentionality with which Wellesley has educated and should educate women for service and leadership. Statements such as "Student learning is our top priority," "There is no excellence without diversity," "do it better," and calls for "responsibility" on the part of students, faculty and administrators, echo throughout the report, which concludes by acknowledging the "ambiguous questions" with which it grappled and calling for a "more conventional strategic planning process" to clarify institutional goals.

The January 2009 "Self-Study for Reaccreditation," written under the presidency of H. Kim Bottomly, announces that a "new process of academic planning" was undertaken in 2007. The formation of the Academic Planning Committee (which consisted of 10 faculty members and the Dean as chair) was coincident with the formation of the Reaccreditation Steering Committee (22 members), and the goal of the reaccreditation process was to advance, rather than complicate, the work of the APC and other committees (e.g., the 2015 Commission). The self-study divides the mission statement into its three most important components (excellence in liberal arts, educating women, and making a difference in the world), reaffirms its centrality to the college, and cites its brevity as a strength: more memorable, adaptable, and open to interpretation and debate. The self-study addresses the question of developing "guiding principles . . . to reflect how the college is taking up various issues subject to debate" but concludes by affirming the statement's brevity and accepting any "tension" resulting from the "trade-off."

During the visit the evaluators found that indeed there are strengths in so concise and motto-like a mission statement: it is markedly well known to students, faculty, administrators,

trustees, alumnae, and staff; and its call to excellence and service in a single-sex college finds resonance throughout the community. In addition, since 1989, many members of the Wellesley community have been involved in reviewing the mission statement for each continuing accreditation.

However, while the mission statement is widely debated, as just noted, that debate has not produced in 1989, 1999, or 2009 an accompanying concrete articulation of institutional goals and priorities. Such an institutional articulation of goals would help advance the work of assessment by guiding individual units of instruction in generating their expectations of student learning. Similarly, concrete, realistic institutional priorities, themselves periodically revisited, would guide Wellesley over the next decade of budgeting when potentially community-dividing decisions and trade-offs will have to be made. Like other institutions, Wellesley will have to weigh one good over another as it seeks to define "excellent" in a liberal arts education in the 21st century. Does everyone agree, for example, that diversifying the faculty is a top priority in an excellent education for women who will make a difference? Or, as a further example, when other colleges find it necessary to retreat from a need-blind financial aid policy, will the Wellesley community have the guiding principles that make it clear how the policy is or is not central to its mission? To be sure, Wellesley College does have many commonly held values; it is just that these values are not fully specified in the mission statement, and the visiting team, as noted below, recommends that the College consider appending to the mission statement further explication of these values, as it deems appropriate.

Institutional Effectiveness:
Wellesley's succinct mission statement is admirably memorable, ubiquitous as the motto of the logo on College publications, and has been re-evaluated and debated at critical junctures in Wellesley history since 1989. However, its lack of accompanying concrete, detailed institutional goals and priorities, make it less useful than it might be in providing direction over the next ten years as a community-wide touchstone for resource planning and allocation.

Standard II: Planning and Evaluation
Wellesley is organized, staffed, and dedicated to pursue and successfully complete a comprehensive program of planning and evaluation. Planning is done in ways both visionary and practical. Planning and evaluation are consistently integrated into all aspects of the college's work: academic, student life, financial, and facilities. It was clear to the evaluators that the Wellesley community embraces the many opportunities it has to participate in its collaborative planning and evaluation efforts.

The most recent visionary planning document, "The 2015 Commission," serves as a compilation of, and an anchor for, the College's priorities and mission as Wellesley adapts to the challenges that will shape it over the next decade. The embedded "Report of the Financial Planning Working Group" addresses some longstanding issues that perhaps hampered some attempts by Wellesley to be more proactive in its financial planning. From a practical standpoint, Wellesley has the expertise on campus successfully to execute

evaluation projects. Selected offices and operations benefit from the strategic and appropriate use of consultants to augment the planning expertise on campus. Wellesley is fortunate to be a member of Consortium on Financing Higher Education (COFHE), and it takes full advantage of the benchmarking projects available through that consortium. The College is also a member of Sightlines, which provides yearly access to benchmarks to a group of 200 peer institutions.

As noted under Standard I above, the brevity of Wellesley's mission statement is both a blessing and a challenge for the purposes of planning and evaluation. It is a blessing in that it is short and easily memorized by many constituents (including the evaluating team), so that it becomes the shared language guiding faculty, students, staff, and administrators in their work. It is a challenge as it leaves open to interpretation the specific foci of planning and evaluation. "The 2015 Commission" delivered strategic goals that begin to operationalize . the mission statement, and it is these goals that are often subject to detailed plans and evaluation schemes.

Several examples are worth noting to support the evaluator's enthusiastic endorsement of the planning and evaluation program at Wellesley.

- The Financial Planning Working Group made recommendations for financial planning that were adopted and are now implemented: specifically, multiyear budgeting model and guidelines on the endowment spending rate. The current administration has moved to implement these enhancements to the College's planning and evaluation.

- The system of periodic reviews of academic departments is a rigorous planning and evaluation exercise at Wellesley. In addition to a departmental self-study (which has increasingly become reliant upon a robust database of student course-selection behavior that was developed and stored in the Office of Institutional Research), the academic departments worked in a coordinated way with office of The Dean of the College to assemble a visiting team.

- Wellesley addressed the issue of grade inflation in a consensual and systematic way: the Academic Council identified the issue, measured it, and convened a committee; the committee made recommendations (i.e. the average grade in 100 and 200 level courses can be no higher than a B+); and the recommendations were adopted by the Academic Council, and implemented. The result is a more balanced set of grades. In addition, grades continue to be monitored and summary reports are shared with the dean and departments at the end of each semester. Even collateral consequences were assessed, such as potential harm to the applications of Wellesley students to professional and graduate schools, and found not to be consequential.

- Wellesley has taken advantage of opportunities to participate in The Collaborative on Academic Careers in Higher Education (COACHE) (a project on pre-tenured faculty) and the National Survey of Student Engagement (NSSE).

5

Institutional Effectiveness:
Wellesley demonstrates a breadth and depth of best practices in using systematic feedback to make changes in programs and systems, both large and small. The evaluators found many continuing cycles of evaluation and program redesign. The College has a highly skilled Office of Institutional Research and a culture of consensus planning and data-based decision making.

Standard III: Organization and Governance
Wellesley College was initially incorporated as the Wellesley Female Seminary by an act of the Commonwealth of Massachusetts of March 17, 1870. The Corporation's name was changed to Wellesley College in 1873, and four years later the Commonwealth of Massachusetts authorized the College to confer honors, degrees, and diplomas. The College's Bylaws, a copy of which was made available to the evaluating team, were most recently revised in 2007.

The Bylaws of Wellesley College clearly states that the Board of Trustees bears ultimate responsibility for the College's academic excellence and integrity. Thirty-one trustees constitute the Board today, including four of whom are Alumnae Trustees nominated by the Alumnae Association, one is a young alumna trustee elected from the graduating class and the two prior classes in the year of election, and one is a Faculty Trustee, who must hold an academic position at a college or university other than Wellesley. Nine of the current total of 31 trustees are not graduates of Wellesley. The President of the College and the President of the Alumnae Association each serve on the Board ex officio with voting power. Every trustee reviews and signs annually a Conflict-of-Interest Statement. Wellesley has created an uncommonly useful document which indicates the individual expertise and experience of every trustee, along with each Trustee's term of service start date.

Those trustees with whom evaluating team members met made it abundantly clear that they understood the College's mission. So, too, the meeting demonstrated that Trustees knowingly delegate the responsibility for running the College to the President, who in turn relies upon the College's internal governance structures to aid her in her leadership of Wellesley. The Board organizes itself around 12 standing committees, on six of which faculty and/or students sit; each of the trustee committees has a full and regularly revised charter. The Executive Committee of the Board meets between the four annual meetings of the full Board and has recently altered its role so that it serves today as a vehicle through which the President can talk openly about her vision for the College. Each new trustee receives a comprehensive orientation to Board governance and processes.

As with the continuing evaluation of faculty, noted under Standard V, the Wellesley College Board of Trustees is especially noteworthy and commendable for the frequency and thoroughness with which the Board's effectiveness is evaluated. Board self-evaluation retreats have occurred with marked frequency over the past decade, and at the time of possible re-election, every trustee's effectiveness is reviewed by the Board's Governance Committee. As is appropriate, given the significance Wellesley's commonly held values

accord to diversity, the Board of Trustees has worked successfully to ensure that its members reflect something of the College's diversity.

Communication between trustees is insured through frequent contact by the Clerk of the Board, with whom Board members have regular phone and other contact. Communication between the Board and the campus community is ensured through faculty and student membership on half of the Board's committees, through the President's reporting on Trustee meetings to the Academic Council and the Administrative Council, and through the Office of Public Affairs reporting all non-confidential board proceedings to the college newsletter. In advance of each of the four annual meetings of the full Board, every Trustee receives a Board Book with a comprehensive agenda and other material for the coming meeting.

On-going governance responsibility of the College's academic and administrative affairs is delegated by the Board to the President, Senior Staff, and, for academic issues, to the Academic Council (whose membership consists of the President, all members of the faculty, College officers, administrative officers, and certain members of the administrative staff) and to the Academic Council's standing committees, as well as to several groups working with the President and/or the Dean of the College, including the Academic Planning Committee (APC) and the Dean's Council.

An especially clear example of Wellesley's effective shared governance model and of the incorporation of data and assessment into institutional planning is the recently reshaped budget process. This process includes the active engagement of all of the following bodies: the Academic Planning Committee, which is charged to identify academic priorities; the Budget Subgroup of Senior Staff, a group chaired by the Dean of the College to further ensure that academic priorities drive the budget; and the Budget Advisory Committee (BAC), which includes faculty, staff, and student representation and whose faculty chair meets with the Trustee Finance Committee. In the recent past, the role of the Budget Advisory Committee and the budget shaping itself were more formulaic, but the process was revised after a sustained planning effort produced data which demonstrated that substantive discussions by the BAC and other bodies would much better fulfill Wellesley's tradition of shared governance.

Much of the College's academic affairs is discussed and deliberated by the Academic Council and its standing committees. The agenda for monthly Academic Council meetings is established by an eight-person Agenda Committee, chaired by a tenured faculty member. The Agenda Committee consults with the chairs of all the Academic Council's standing committees and with the Dean of the College in setting the agenda for Academic Council meetings. The Agenda Committee also appoints all appointed committee members and oversees the election of others. The standing committee structure of Academic Council was thoroughly reviewed in 2006 by the Agenda Committee, which determined that the great majority of the Academic Council's committees were effective and considered substantive issues but that six to eight committees needed further review because this latter group of committees continues to struggle with their missions and to devote faculty time to low priority tasks.

Students play a significant role in areas directly related to student life, both through student membership on a number of Trustee committees, and committees of the Academic Council, and through College Government (CG), a body which includes all students but whose day-to-day work is chiefly carried out by student Senate. The Wellesley staff's governance role comes chiefly through the Administrative Council, which is chaired by the President and which meets once a month, and with whose Steering Committee Co-Chairs evaluating team members met. This body was formed in 1983 to offer administrative staff a chance to represent their views on college decision making.

Institutional Effectiveness:
The mission of Wellesley College is supported by the College's governance system. The system clearly establishes processes in which trustees, administrators, faculty, staff, and students play roles. Wellesley College's governance system shapes a context that supports teaching, learning, and scholarship, and ensures the continuation of support fully adequate for the ongoing effectiveness of each component of the governance system.

Standard IV: The Academic Program
The resources of Wellesley College have long been devoted to ensuring the academic program at the core of a student's four-year undergraduate experience. That over 95% of students choose to live on campus, and that most faculty live in close proximity (helped in this regard by robust housing programs), allows for an experiential living and learning environment in which class deans directly responsible for students' academic progress work unusually closely with directors from residential life, international studies, the Center for Work and Service, athletics, student clubs, and other areas. The result is that the values of the academic program extend throughout the Wellesley community. The very high student retention rate (96% in 2006), along with the remarkably high six-year graduation rate (92% in 2001) both speak to the success of this effort.

Wellesley sponsors over 50 majors, an unusually high number among its peers. Twenty-four of these majors are interdepartmental or interdisciplinary. The Committee on Curriculum and Instruction (CCI) oversees the establishment of majors, including all changes and course additions. Although the administration of such a high number of majors is a burden for a relatively small faculty, professors are proud that they provide Wellesley students so wide a range of majors. In addition, the interdepartmental majors serve as network centers attracting core groups of faculty and students interested in new and exciting areas of study, including neuroscience and environmental studies. During 2006-07, over 30% of all majors came from interdepartmental programs. It is thus not surprising that during recent years Wellesley has made significant efforts to strengthen interdepartmental programs, appointing, for example, several faculty lines wholly in these new areas.

One important area that reflects the successful management and review of the academic program at Wellesley is the attention paid in recent years to grade inflation, as noted above under Standard II. In February 2003 the Academic Council acknowledged the problem. Following a task force exploration of the issue, the Academic Council voted in 2004 to establish mean grade point averages, unofficial transcripts that reflect a student's relative

standing, and it charged the Chair of the CCI to report on grades each semester. In addition, the CCI was charged to evaluate the grading policy after three years. Most recently, in January 2008, the CCI made follow-up recommendations to the Academic Council. In this way, Wellesley is addressing a controversial and difficult issue facing all of its peer institutions and embedding a reflective process within an existing faculty standing committee.

Wellesley also monitors its academic program through a rotating series of departmental self-studies and external team visits. These reviews are beneficial not only for the department, but for the central college administration and for standing committees which can better understand the challenges and changes in various fields of study. In earlier times, this . program of self-studies has not been universal at Wellesley, but today all departments are reviewed every ten years. Extending this review system to all interdepartmental majors will be a challenge, given their number, but it is nonetheless a necessity if each major is to flourish and maintain high quality.

Since at least 2003-04, Wellesley has demonstrated a commitment to promoting a culture of assessment. During that year, the Committee on Academic Excellence asked every department and program to articulate student learning goals for the major. Since that time most departments and programs have compiled these student learning goals, which are to be published in the 2009-10 college catalog.

The self-study discusses ways to formalize assessment processes so that they occur with predictable frequency. The evaluating team applauds such efforts. The self-study, however, notes ten-year and three-year review periods. The evaluating team believes, that for assessment to be taken seriously by faculty, it must be at least annual, so that professors have the ability routinely to improve their courses and the major. In order for such a process to be successful, it must be clear and it must avoid undue complexity, both in conception and in administration. Goals need to be articulated in such a way that it is fairly routine to assess their effectiveness each year.

The establishment of the Academic Planning Committee (APC) has focused the college on appropriately large curricular questions at the start of a new presidency. Among these questions are the benefits of interdisciplinary programs and the relationship of the curriculum to co-curricular activities. The APC might also be a strategic location to address the next stage of implementing student learning goals, both in the sense of communicating how to acquire effective means of measurement and assessment, and in applying departmental goals to course syllabi. The evaluating team recommends that each faculty member consider listing student learning goals on the syllabus, so that it is clear which courses help meet particular student learning goals of the department or program. Professors should also consider using the assessment of such goals in the improvement of the course. The assessment of student learning, in other words, may be linked clearly with the improvement of teaching.

The senior management of academic affairs is an area that may need further structural thinking at the College. The evaluating team applauds and understands the President's

interest in having the Dean of the College assume more "provost-like" responsibilities, such as a greater managerial role in budgetary matters. However, the roles of the Dean are already taxing. Given the rapid transition in recent years to email communication, there is less ability for associate deans, assistant deans, administrative assistants, and others to manage and delegate the Dean's work. Given this reality, Wellesley may wish to consider ways to enhance the roles of the two associate deans of the college, so that they can assume some of the responsibility (and real work) of the Dean.

Institutional Effectiveness:
In its practices and its procedures, Wellesley College realizes that assessment is evolutionary, ongoing, and incremental. During recent years, its academic leadership has led a concerted and successful effort whereby departments and interdepartmental programs identify the student learning goals that pertain to its major. This process has been completed, and these student learning goals are being published in the upcoming catalog. This process has been faculty-based with support from campus leadership. Now, the next step for Wellesley is for each professor to articulate on a syllabus how a particular course intends to satisfy part or all these student learning goals.

Standard V: Faculty
The evaluating team met formally and informally with a wide range of faculty members, including department chairs (tenured and non-tenured), associate and assistant professors, and Faculty on Term Appointments (FTAs). The team found a group of highly qualified faculty, deeply committed to Wellesley's mission, actively engaged in research and teaching.

Faculty members perform in-class and out-of-class duties, essential for the fulfillment of Wellesley's mission and purposes. Their teaching includes instruction and the assessment of effective teaching and learning processes and outcomes in courses and programs. They are accessible to students outside the classroom, advising them formally and informally, directing honor theses, and writing recommendations for admission to graduate and professional schools. Because Wellesley's governance structure values faculty participation in all aspects of the institution, faculty members also chair and are members of an unusually large number of standing and ad hoc committees, college-wide and departmental. These committees are involved in academic planning, policy-making, curricular development, and institutional governance. Junior faculty are not required to serve on committees during the first year of their appointment at Wellesley.

The total number of faculty members is 440. This number includes 336 faculty in the following ranks: 127 professors, 59 associate professors, 106 assistant professors, 20 lecturers, and 19 instructors, as well as 104 FTAs (faculty previously in non tenure-track positions). It also includes 112 faculty not in the ranks, who work in science laboratories, foreign language instruction, and physical education.

The present structure of the Wellesley professorate is new. It is the result of a November 2007 decision by the Academic Council to regularize the status of a substantial number of non tenure-track faculty. Prior to this revision, these faculty members had visiting or part-time appointments, their benefits were administered in an ad hoc fashion, and they lacked

formal review processes. At the time, they taught as many as 25% of the courses. The revision was adopted by the Academic Council in a typical "Wellesley Way," the evaluating team was informed, after a year-long discussion with faculty across the college, including, tenured, tenure-track and non tenure-track, as well as the Board of Trustees. The new structure created FTAs, who are ineligible for tenure and may be part-time or full-time, lecturers or senior lecturers, but who are eligible for a wide range of benefits and are subject to formal review, as well as new and detailed guidelines for appointments and promotions. In conversations with associate deans and a separate meeting with four FTAs (one of whom had taught at Wellesley for 29 years and another for 19), the process was unanimously and enthusiastically endorsed, and the new policy was described as transparent, equitable, and satisfactory to all.

Recruitment of new tenure-track faculty follows guidelines made available by the Dean of the College to departments and programs. The Committee on Minority Recruitment, Hiring, and Retention has developed resources to help departments and programs carry out broad searches so as to identify candidates of color. Departments and programs involved in searches name a "diversity liaison" charged with reviewing the applicant pool with particular attention to diversity candidates. While these efforts have been successful overall and are commendable, they may not be sufficient. They have not yielded adequate results for Latino faculty. Furthermore, there is growing concern with a new issue: retention of minority faculty. The self-study makes clear the College's commitment to address diversity with "ongoing vigilance" and to make the hiring of Latino faculty "a specific priority over the next several years." On the other hand, gender representation is not an issue at Wellesley, and women are prominent in leadership positions at all levels of the institution, including the senior administration. Interestingly, in preparing the self-study, the College discovered that, in the case of male full professors, the mean scores assigned by the Advisory Committee on Merit for merit evaluations based on teaching, scholarship, and service exceeded that assigned to women, a puzzling question that the College plans to address.

Faculty salaries and benefits seek to attract and retain a strong faculty and therefore are notably competitive. Faculty in the ranks teach a four-course load. The institution supports the professional, scholarly, and creative commitments of the faculty with non-competitive research awards and with a generous sabbatical leave program.

The responsibilities of the faculty, its organization in departments and programs, the policies guiding faculty appointments, promotion, and tenure, as well as sabbatical and other leaves are described in a booklet known as "Articles of Governance, Book I, 2008." The College has assembled a Faculty Handbook which is in the process of being distributed and is currently available on the website.

The procedures for faculty evaluation for reappointment, tenure, and promotion and the criteria applied to various responsibilities required of the faculty are also described in the Articles of Governance. They begin at the departmental or program level with a committee known as the Reappointment & Promotions (R&P) Committee, normally consisting of tenured members. The process has an unusual policy of transparency, whereby faculty members under review receive copies of all the written correspondence to and from the

Committee on Faculty Appointments regarding the candidate under review. The faculty has a strong voice in all evaluations processes which, it should be noted and commended, continues after tenure is granted. Full professors are evaluated every three years for merit increases in salary by the Advisory Committee on Merit, composed of full professors, the Dean of the College, the associate dean of the college, and the President (non-voting).

Institutional Effectiveness:

The periodical review of policies, procedures, and committee functions is very much part of the Wellesley culture, as is the willingness to develop mechanisms to evaluate their effectiveness. Two examples could be mentioned here: the new system of academic first-year advising, which was introduced in 2007 and will be reviewed at the end of the first two-year cycle; and the attempt to evaluate the effectiveness of classroom teaching through new student evaluation questionnaires (SEQs). At the time of the last reaccreditation, the new SEQs had just been instituted and the initial reaction, especially from junior faculty, was positive. However, a 2007 evaluation by an ad hoc committee revealed wide dissatisfaction with the new SEQs and an array of responses is still being discussed. The team noted the vigorous commitment of the faculty to scholarship and research in an academic environment that makes substantial demands on their time.

Standard VI: Students

Wellesley College currently enrolls 2,344 female students seeking four-year baccalaureate degrees in 54 academic majors; 93% of these students attend the college full-time and 95% live in campus housing. As a residential, liberal arts institution with the specific mission to educate women "who will make a difference in the world," Wellesley recruits students nationally and internationally. In fall 2008, the entering class represented 35 nations; student of color representation in African American, Asian, Latina and Native American (ALANA) populations was 46%, an 11% increase from 1999. The College's strong commitment to the educational importance of campus racial and ethnic diversity is reflected in this increase in ALANA enrollment and in its international student enrollment.

The Davis Program also reflects commitment to a diverse student body. Non-traditional aged students (24 years +) receive academic advising and support in the Davis Degree Program. This program was founded to address the unique needs of adult women who have postponed completion of a college degree. Total student enrollment in this program has decreased from 120 students in 1999 to 48 students in 2009. Though this program addresses a unique need, the College and the Davis Program may benefit from systematic evaluation of the resources and goals related to this program.

Wellesley admission criteria, application steps, and deadlines are clearly outlined in the *College Catalog (Wellesley College Courses)*, various admission's print publications, and the College website. The College communicates in a transparent manner about its need-blind admission policy and its funding the "full demonstrated need of every admitted student." In Fall 2008, 52% of Wellesley students received student financial grant assistance. Wellesley's recruitment strategies involving alumnae and students as well as its admissions and financial aid publications are College strengths. These strengths clearly contribute to the successful

enrollment of a diverse student body in terms of race/ethnicity, socioeconomic status and country of origin. Prominent alumnae (e.g., Madeline Albright and Hillary Clinton) reflect Wellesley's mission to educate women who "make a difference in the world." Wellesley has an 84% four-year graduation rate with seniors in 2008 indicating that a Wellesley education increased their self-confidence (77%) and their understanding (80%) of the social and political realities for women (2008 National Student Engagement Survey). In addition, 63% of the 2008 degree recipients had accepted employment or were accepted to graduate school prior to commencement. This data suggests that Wellesley's commitment to single sex education and its preparation of women for post-graduation goals are meeting desired, mission-related outcomes.

Since 1999, Wellesley has maintained stable first year enrollment ranging from 620 – 650 students each fall semester. Selectivity among applicants has continuously increased from 46% in 1999 to 36% in 2008. Standard SAT scores increased from a mean of 1350 in 1999 to 1366 in 2008. The College maintains excellent first-to second-year retention rates (94% - 96%) with an extremely low academic dismissal rate (one or two per year) across class years. The data suggests that Wellesley is successful in attracting and supporting academically competent students who navigate the College's programs well.

Joint academic advising is provided to Wellesley students by a class year dean in the Student Life Office and by a faculty adviser assigned at the beginning of a student's first year. Students transition from assigned faculty advisers to faculty advisers in their academic major upon selection of a major during their second year. The First Year Class Dean coordinates the orientation program for new students. Orientation introduces students to faculty, campus personnel, support resources, relevant policies, and beginning dialogue about diversity at Wellesley. All Class Deans are available to students for information about degree requirements and College resources. Faculty advisers serve as student mentors regarding the Wellesley curriculum and discuss opportunities with students regarding their personal academic interests. Upon graduation in 2008, 61% of seniors reported being generally satisfied or very satisfied with their pre-major academic advising, and 76% reported being generally satisfied or very satisfied with advising in their academic major.

Individual and group academic support are available to Wellesley students at the Pforzheimer Learning and Teaching Center (PLTC), in the residence halls from trained Academic Peer Tutors (APT), and from academic, department-based student tutors. With 95% of the student population living in residence halls, the APT system provides a broad network of peer academic support/referrals where students live. The PLTC offers student support in study skills, time management, learning disability concerns, tutoring, and weekly supplemental instruction in 12 gateway courses that historically have challenged students. Wellesley Class Deans, PLTC professionals and student tutors, and the Director of Disability Services collaborate closely to provide a strong network of service and referrals for students experiencing academic difficulty. These students are identified through faculty and APT referrals or through the disability assessment and accommodations process. In addition, the PLTC proactively contacts any student placed on academic probation following the Academic Review Process at the end of each semester. The PLTC and Class Deans have strategically changed programs in direct response to student surveys and College student

achievement data. Examples of such data-driven changes are: 1) APT's are now more consistently trained, 2) PLTC programs have been created to address specific student of color group and student-at-risk achievement gaps (Supplemental Instruction) and 3) entering students from under-resourced high schools are offered an enrichment program during their first year (WellesleyPlus). Early impact of these programs upon student academic success, particularly the 0% rate of WellesleyPlus students in the Academic Review Process, is promising.

Under the leadership of a new (as of Fall 2008) Dean of Students, the Division of Student Life is constituted of the following departments and programs that support student academic success, personal development, and wellness: Religious and Spiritual Life, Health Services, Stone Center Counseling Services, Disability Services, Center for Work and Service, Residential Life, Student Activities, Advising and Academic Support Services (PLTC, Class Deans), Davis Degree Program, Information Systems, and five advisers for specific student identity groups (Latina students, students of Asian descent, and students of African descent, International students, and LGBTQ students). All of the above offices are described in the *College Catalog* and on the College website. However, there is no centralized Student Handbook describing these offices and resources as well as Student Life policies and procedures. The Dean of Students office has identified this as a priority and will address this via a summer 2009 project.

Following several senior leadership transitions in the Dean of Students position since 1999, Wellesley appointed a Dean of Students with significant faculty and student life administration experience. Having this expertise at the senior level position in the Division of Student Life will be an asset in forming new campus partnerships to support integrated student learning experiences both inside and outside of the classroom. Serving for one year, the new Dean is actively assessing Student Life programs and services and continuing a process of department external reviews begun by her predecessor. There are several program issues or strategic changes of note that flow from completed external reviews and other student assessment data since 1999.

Since 1999, the staffing model of Wellesley residence halls has been changed from oversight by Heads of House (older adults – "house mother" model) to a staff of 13 professional resident directors who oversee 15 large residence halls and six houses staffed by students serving as House Presidents (n=15), resident assistants (n=70) and resident managers (n=3). In addition, upperclass student mentors are available to first year students in residence. Within the 15 large residence halls there are six dining facilities. Though aging, the residence hall facilities are vibrant communities in which staff offer social and educational student programming Academic Peer Tutors (APTS) are compensated; House Presidents and RA student staff are volunteers. This compensation difference potentially results in low income students not applying for these positions or once accepted also working a second job in conjunction with residence hall responsibilities. Such outcomes could result in: 1) zsocioeconomic status not being broadly represented within student residence hall staff or 2) "second job" student staff being overcommitted with potential academic and personal stressors occurring. Compensation for resident assistants (RA's) either via free room, board, and/or a stipend is common in higher education in recognition of the critical community

building, support, and crisis management roles that these students play. Wellesley may benefit from assessing RA and House President applicant pools, as well as satisfaction and work/academic/self-care balance, for all student residence hall staff. Careful attention could be given to staff in buildings without the presence of a professional resident director. Dialogue about women, work, compensation and volunteerism (as raised by students) may benefit this assessment. The College's self-study indicates that this compensation issue will be addressed.

Within the Division of Student Life two distinctly different staff and program philosophy models exist in the area of diversity. The Office of Religious and Spiritual Life (ORSL) is staffed by a Dean charged with a multifaith educational mission. The Dean oversees diverse chaplains responsible for the provision of support and pastoral care to specific religious communities and for participation in the larger multifaith mission. A newly-renovated Houghton Chapel and Multifaith Center provides space for weekly and monthly student dialogues regarding religious and other student identity differences. A new on-line student dialogue regarding these issues is about to be launched in conjunction with other area colleges. The ORSL pluralism model contrasts in structure, staffing, and resources with the student identity programs structure of advising and support for students of African descent, Latina students, students of Asian descent, International students, LGBTQ students and Davis Scholars. The 20 hrs/wk Director of Harambee House and Advisor to Students of African Descent is assigned a part-time administrative assistant and a dedicated building whereas the Asian and Latino cultural advisers occupy full-time positions with two offices and a part-time assistant for both groups. The adviser for international students and scholars serves 280 international students and scholars in a full-time position with a dedicated building and full-time administrative assistant. The LGBTQ adviser is .25 time with no attached resources, and this apparently has been a source of student dissatisfaction. The Director of Disability Services provides accommodations for approximately 200 staff, students, and employees with student worker assistance. This Director experiences accommodations service demands that significantly diminish time for campus education regarding disability concerns. Cultural advisers and the Disability Director are deeply committed to the populations they serve but struggle with the variability of physical and administrative support resources allotted to them by the College. Multicultural student leaders describe awareness that the multicultural advisers are stretched in terms of providing individual student support and assisting with campus programming. The students appreciate the work these advisers do and describe a degree of student stress as students assume responsibility for implementation of large-scale programs such as cultural shows and some of the events held during cultural/ethnic history months.

Wellesley Student Life may benefit from assessing its current working definition of diversity (seen by some as race only) and its division-wide resource deployment regarding group identity support/advising, and multicultural education. Currently, it appears that ORSL is the major Student Life program able to devote resources to continuously engage students in deeper experiential learning and dialogue across differences, an outcome that Wellesley describes as important to the student educational experience and its mission. The ORSL functions from a pluralism and multicultural structure. Programs based upon student identity

structure at the College report challenges in managing expected individual student support roles with expected programming roles to deepen multicultural education.

Enhanced advising and programming support for all student organization leaders, a strategic leadership development program, and assessment of the student organization approval process appear to be needed at the College. Wellesley has a vibrant College Government structure with representative links to residence halls (senator hall representatives and House President representative), multicultural groups (multicultural affairs coordinator), the student Honor Code process (Chief Justice) and political/legislative action. In addition, 180 student organizations exist on the campus. Becoming a student organization is currently necessary to reserve meeting/programming space and some Wellesley community members question if new student organizations form for utilitarian reasons (i.e., space access) rather than addressing new student interests or needs. The current Student Activities Office, staffed by a full-time Assistant Director and a part-time (17.5 hrs/wk) administrative assistant, spends significant time on space reservations and event management rather than student organization leader advising and leadership training. Of the 180 organizations, approximately 50 have faculty/staff advisers. Wellesley student leaders appear to have uneven access to mentoring/advising, leadership training, and program assistance in this model. Strategic planning regarding all student leader learning outcomes and the appropriate model to offer consistent training, advising, space reservation, and programming support to attain these outcomes would be helpful to both students and staff. Such planning could have important overlap for programming concerns of multicultural groups and their advisers. Student Life could benefit most broadly from a shared analysis of all resources devoted to cultural advising, Student Activities, and multicultural programming and their interrelationships. Such an analysis could strive for the best staffing, budgetary, programmatic, and facilities model for effective utilization of these resources in attaining important educational goals.

Students are provided with access to well-staffed, well-trained, on-campus counseling and health services. Recent changes in deployment of counseling and health staff to increase education programs shows great promise in strengthening these services to consistently touch all students. The recent expansion of the Physical Education, Recreation and Athletics (PERA) department to include dedicated staff for recreation, intramurals, and club sports offers tremendous opportunities for health, counseling, and PERA to collaborate on wellness initiatives. The specific goal of exceeding a 60% student annual participation rate with PERA by 2011 is a tremendous rallying point for wellness educators at Wellesley and deserves praise. Although health and wellness have received additional resource emphasis and commitment this past year, some students and staff expressed concern about whether Wellesley was truly committed to learning both inside and outside of the classroom. Collaboration between campus Student Life and academic leaders to build curricular and co-curricular bridges among learning outcomes for wellness initiatives could possibly begin to address this concern.

The decision to close the after-hours (academic year) infirmary as of Fall 2008 leaves the Health Services staff with a shift in additional space that needs to be strategically studied. The campus is well-resourced with a campus shuttle and Public Safety assistance for any students needing transportation to health and counseling services. The Class Deans, Health,

Counseling, Disability, Religious and Spiritual Life, Judicial Coordinator, Public Safety, and Dean of Students offices collaborate closely in weekly Dean's Advisory Council meetings. This Council demonstrates utilization of a current best practice to strategically address individual students at-risk, campus climate concerns and subsequent policy/practice considerations. This team is impressive in its commitment to student academic and personal health and to presence during campus crises.

Community members report feeling safe on the Wellesley campus and express appreciation for the accessibility, service, and community involvement of the Wellesley College Police · Department. The Chief of Police has served in a leadership role in developing the Wellesley Emergency Management Plan and associated protocols. Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act compliance is well done and extremely thorough at Wellesley College. It is accessible on the web and through campus brochures and serves as a model for other college and university police departments. Escort services coordinated by Wellesley Police provide additional safety to the Wellesley community.

The Center for Work and Service (CWS) offers an impressive array of career resources to students and alumnae. In addition, the CWS coordinates internship, fellowship, and community service opportunities. CWS coordination of the Tanner Conference is a strong model for other institutions in the demonstration of measurable outcomes for student experiential learning in internships, study abroad, and community service. For the conference, students (with faculty or administrator guidance) develop presentation abstracts regarding their learning outcomes in the above experiences. In a competitive application process, faculty, administrators and students select student presentations for the Tanner Conference. This is a well-attended conference by the Wellesley community and an established annual event.

In terms of administrative reporting lines, the Dean of Students has several intersections of her divisional responsibilities with the Vice President for Administration and Planning and the Dean of the College. Residence hall room assignments and facilities, dining hall operations, and the operation of the Wang Campus Center are supervised by the above Vice President. Recreation, intramural, and club sports fall under the Dean of the College. This requires mindful, shared strategic planning as roommate concerns/community building, dining, student organizations, and wellness education are central aspects of a Dean of Student portfolio, and they intimately relate to effective Student Life advising, policies, procedures, and programs.

Institutional Effectiveness:
The Division of Student Life has a strong tradition of utilizing external review teams for assessment and informed programmatic change at the departmental level. Entering student surveys, senior exit surveys, alumnae surveys, student utilization surveys, and standardized instruments (i.e., NSSE) are actively reviewed by this team in search of longitudinal student trends and their subsequent implications regarding program change. Continued efforts to define clear mission statements for each department and associated student learning outcomes will benefit the division in demonstrating the relationship of its work to the academic mission of the institution. Student leadership development, supplemental

17

instruction, multicultural education, and recent wellness initiatives offer rich opportunities for Student Life and Dean of the College/faculty collaborations regarding established student learning outcomes.

Standard VII: Library and Other Information Resources
The Information Services Division (IS) provides, in digital and analog form, the entire range of library, instructional, and administrative support to the College. This division reports directly to the President and has used all the appropriate major assessment tools available nationally to guide its work and to adjust its services, and, in addition, IS receives advice from a student advisory group. Library print and digital materials, administrative software, course management and email communications suite, video streaming, web support, classroom technology, telephony, and the technological infrastructure are all managed through this division. Centralization of these activities and stable, imaginative, and collaborative leadership in the division have provided the vision and energy for the College to change, grow, and be flexible and nimble in navigating a continually evolving technological environment while maintaining and strengthening a substantial print library collection.

The Margaret Clapp Library has been transformed in the past decade into a state-of-the-art facility that houses its collections, especially its special collections and its Book Arts program, in handsome, well-lit, and highly functional spaces. It has opened up its main floor into a welcoming and engaging set of rooms that respects the original library building and reading areas, while providing computer help and reference services at desks in close proximity to one another. The Knapp Media and Technology Center, opened in 1997, continues to prosper as it provides students and faculty with multi-media services.

The IS staff has reconfigured its responsibilities over the last decade to encompass the current roles necessary for the effective support of learning and teaching at the College. The language with which the staff, students, and faculty characterize the work of IS staff repeats such phrases as "depth of caring for students," "proud of the collaboration with faculty," and "privilege to work with such dedicated staff." The senior leadership group evinces an enthusiastic engagement with work and the willingness to restructure the organization to take on new roles, shifting resources and responsibilities, and working collaboratively.

As the result of an internal review that engaged the campus community and was led by an outside consultant in 2006/2007, IS developed a project management group, a team which helps to determine the amount and kind of resources needed for almost all projects that require IS support, and the time it will take to accomplish the task. The list of projects, priorities, time, and costs associated with them is available in the communications software suite to any interested party. By combining the academic and the administrative projects in one list, IS makes clear the extent of the services it provides and can explain to campus constituencies how it is using scarce College resources. Priority setting for these projects matches the directions set by the senior leadership at the college. This procedure replaces what on many college campuses is still mostly an informal procedure that lacks transparency and does not often result in equitable resource allocation.

Information Services collaborates closely with faculty in providing resources for teaching and learning, concentrating its collecting practices on materials to support the curriculum. The ability to anticipate needs is greatly enhanced by having a seat on the Committee on Curriculum and Instruction. IS has moved away from the traditional library practice of collection development, which emphasized title by title selection, and has fully embraced the notion that the library is a portal to information resources for students and faculty. IS provides about 200 course-related instructional programs per academic year as part of its commitment to ensure student success in the classroom. An example of the intelligent use of scarce resources is a pilot project to cancel costly subscriptions to digital periodicals and to replace their occasional use by a pay-per-use model, satisfying the needs of faculty and students in a much more cost-effective way.

Information Services, responding to issues identified in the Merged Information Services Organizations (MISO) Survey, has embarked on a project to make the residence halls completely wireless by fall of 2009, thereby enhancing its ability to deliver services digitally, such as streaming media delivery of videos on reserve. IS has also streamlined delivery of analog materials through its open reserves policy. Both of these services show a nuanced approach: investing in technology that will be of long term benefit to provide enhanced curricular service to the community, transcending traditional practices by placing books and videos directly into the hands of users without staff mediation. The MISO survey data indicates that Wellesley College has one of the highest per student rates in the circulation of books, use of reference services and digital resources.

The evolution of the staff into working groups which include both librarians and technologists is another aspect of improving services in a cost-effective manner. By placing together reference librarians and instructional technologists, IS can provide more efficient and more useful services to faculty and students. One of the earliest adopters among liberal arts colleges of a unified course management and email communication software suite, which has been adopted almost universally by the faculty, IS is initiating a process to evaluate a range of unified communications technologies with a clear goal of what to aim for, since the faculty has developed expertise in and an understanding of what such a system can do.

Wellesley seems to be optimizing the use of its enterprise software, developing a data mart to support administrative functions at the college, with a much-enhanced reporting suite, and overnight integration of new data in formats that are easier to use. In telecommunications and data networks, IS is moving towards convergence of both the underlying technologies and the people who perform the services. Bandwidth has been greatly enhanced, server virtualization is underway, and wireless access is completed in all academic buildings. Long-term capital needs are being addressed centrally at the college, and a good start has been made in gathering the funding needed for future development.

One concern held by many constituencies at the College is the state of the institutional website. Long seen as largely a general and undifferentiated repository for information, it is diffuse in its content, lacking an overarching information architecture, a unified design, or a consistent message. Since websites have become increasingly central to the way an

institution is perceived in the wider world, a decentralized approach no longer seems to meet the current demands on institutional websites. IS has worked with other stakeholders in the community to remedy the situation, utilizing outside consultants to develop wireframes and to build community support for the kind of centralization that will be necessary to overhaul the website and to install a content management system. The difficult task of putting all of the elements together that make for a successful website will test all of the collaborative skills that IS has developed over the years. An effective partnership with leadership provided by Public Affairs, and adequate and appropriate staffing levels in Public Affairs to tackle this large-scale overhaul, may help to ensure success.

Institutional Effectiveness:
The College has developed a progressive approach to the integration of library and information resources that has made it a national leader in innovation, realizing wide institutional benefits from its investment in this area. The comparative data garnered through systematic comparative evaluation and assessment confirms community confidence in the services provided and the directions taken.

Standard VIII: Physical & Technological Resources
Wellesley College has made significant investments in its physical facilities over the past ten years. During this period, over $235 million has been spent on major facilities additions and capital projects including the renovation of Weaver House to become the admissions building, the creation of Lulu Chow Wang Campus Center, residence hall renovations, and the renovation of the Houghton Memorial Chapel and multi-faith center. Projects have been funded by capital giving or debt financing. Campus improvements are made in accordance with the College's comprehensive facilities plan (2007) and the landscape plan (1998), with an eye towards sustainable design. In addition, several significant utility, infrastructure, and remediation projects have been accomplished, including the $45 million clean up of Paint Shop Pond.

As an older and historic campus of 500 acres with buildings that exceed 2.2 million square feet, the College has a backlog of deferred maintenance projects and numerous needs based on aging infrastructure and mechanical systems. Wellesley has engaged a consulting firm to help identify and set priorities for facilities maintenance, modernization, and renovation. Although the College has an annual maintenance and renewal budget of $5 million, Wellesley is considering additional sources of support for asset renewal and renovation. In addition to core campus facilities such as residence halls, academic, and administrative buildings, the college owns a golf course, a college club, 105 rental housing units, and other properties. The College may wish to consider a process for assessing the financial viability and future uses of these other assets.

Approximately 150 physical plant employees maintain Wellesley's buildings and grounds, and the department recently reorganized under new leadership. Wellesley employs staff to promote environmental health and safety and to comply with applicable regulations and standards, including the Americans with Disabilities Act. In January 2008, the College issued a report on sustainability which includes a commitment to native landscape design,

water conservation, waste reduction, and energy use. Laudable goals have been set in each of these areas. The College has adopted LEED standards for new capital projects and LEED-like standards for several of its renovation projects. Wellesley has retained a consulting firm for project management.

Numerous classroom and lab renovations/upgrades have occurred since the last review, and campus classroom standards have been developed. Facilities staff meets regularly with the academic deans' office. Still, the College may wish to consider a systemized process for prioritizing academic space needs.

Wellesley has also made significant investments in technological resources. The Information Services division of the College (IS) oversees the delivery of technology that supports the academic mission and administrative operations, including technology infrastructure. The College developed an Information Services Disaster Response Plan in 2006 that addresses business continuity and the restoration of critical systems in the event of emergencies. Wellesley has devoted considerable resources to securing data and ensuring the integrity of its network. Under the guidance of a security officer within IS, privacy rules have been adopted in conformance with State and Federal laws, and posted on-line. The College is instituting the new "Red Flag" rule to protect financial data and has recently begun implementing an identity management system. Finally, the College Archives at Wellesley has established clear record retention policies.

Institutional Effectiveness:
Wellesley is an excellent steward of its physical and technological assets. The College utilizes benchmarking and other data to prioritize facilities projects and enhance current practices. The College has also made significant progress in promoting sustainable design and practices. Campus emergency planning efforts, including the development of disaster recovery plans, business continuity plans, and data security solutions, are highly commendable and should serve as a model to others. Ongoing assessment of its physical and technological resources in light of its mission, the economy, and master plan, form the basis of realistic planning and resource allocation. While the master plan and the budget structure provide a framework, continued planning and coordination efforts will be necessary, especially in the areas of academic space planning, infrastructure upgrades, and asset retention and disposition.

Standard IX: Financial Resources
Wellesley College has a strong financial position. The operating budget is approximately $233 million for fiscal year 2008-09, and capital budgets reflect the priorities of the College. The endowment stood at $1.21 billion on March 31, 2009, and has enjoyed historically strong investment returns that support the academic mission and other activities. Fundraising has been robust, and the College's debt rating remains top-tier. Like many institutions with large endowments, Wellesley has witnessed a significant reduction in its endowment value during the latter part of calendar year 2008 and the early part of 2009. The College is taking a number of proactive steps to weather the current recession. The College's financial

planning is based upon careful analysis and sophisticated budget models with multiple contingency plans.

Wellesley manages its financial resources and allocates them in a way that reflects its mission and purpose. A major achievement since the last review was the creation of the Financial Planning Working Group (FPWG) in 2007. That group, which included broad representation from the Wellesley community, established principles for financial strength and flexibility. Commencing with the preparation of the fiscal year 2009-10 budget, Wellesley established a new Senior Staff Budget Subgroup chaired by the Dean of the College. Led by an experienced financial team, the budget subgroup and a multi-constituency advisory committee play integral roles in developing the College's budget. This new process aims better to align the budget with institutional priorities and promotes multi-year planning. Due to current economic conditions and financial constraints, the College faces additional challenges in allocating resources and aligning institutional priorities with expenditures. Leadership of the College has recently announced several steps, including salary freezes and workforce reductions, to cover an anticipated budget deficit of $20 million in 2011. Efforts to reduce costs, including examination of staffing levels and identification of new sources of revenue, will be important for the College to remain on a sound financial footing.

The College is financially stable. It has a broad base of support deriving from endowment income, tuition and fee revenue, fundraising, and other sources. Since its last review, Wellesley created the position of Chief Investment Officer which reports to the President and the Investment Committee. Seasoned finance professionals have been appointed to the top finance positions at the College. Effective July 1, 2008, Wellesley adopted a new endowment spending policy which is based on a combination of the prior year's spending and the prior year's endowment value with a weighting of 80% and 20%, respectively. The College relies on its endowment to support its budget, with approximately 34% of annual operating revenue coming from the endowment. The Board of Trustees, through its Finance Committee and Investment Committee, offers strong and ethical oversight of the budget process and the investment of the endowment. The recent economic downturn has required Wellesley carefully to review its investment positions, asset allocations, and liquidity. A special Board in-depth discussion on college finances took place in January 2009 , and the Board is kept apprised of all pertinent developments. The Board approves the budget each April.

Financial aid continues to be a high priority for the College and the Board of Trustees. Since its last review, the College has reiterated its commitment to a need-blind admissions policy: to grant admission to all domestic students without regard to the ability to pay and to meet the full demonstrated financial need of those students. In 2008, the College adopted an initiative replacing loans with grants for students from families with incomes below $60,000. In the current fiscal year (FY 2008-09), the College will spend over $41 million on student aid, a nearly eight percent increase over the prior fiscal year. This amount includes additional funds to make possible the change in the loan policy. Over 50% of students receive Wellesley financial aid, and the average grant per student in FY 2008-09 stands at an impressive $31,500. The College hopes to build adequate reserves for financial

aid so that it can respond quickly to changes in the marketplace and individual family situations.

Wellesley has strong internal controls and fiscal policies that are well-documented. The college's financial statements are audited annually by an independent certified accounting firm in accordance with generally accepted accounting principles (GAAP). Management also provides regular financial reports to its Finance Committee. All audit reports and management letters are shared with the audit committee of the Board. While the College achieves balanced operating budgets on a cash basis, it does not have a balanced budget under GAAP largely due to the fact that it does not fund depreciation. The College is considering new sources of revenue for asset renewal and replacement. In the area of risk management, risk assessments are conducted regularly, and internal audit projects are coordinated by staff. In 2007 the College suffered an unfortunate loss of a significant piece of art from its collection at the Davis Museum. A thorough review of systems and controls has been conducted, and steps have been taken to prevent any future losses.

One of Wellesley's major assets is the commitment and loyalty of its alumnae. At the completion of its most recent capital campaign (the "Wellesley Campaign") on June 30, 2005, the college surpassed its goal of $400 million, raising a record total of $472.3 million. For the first time in the College's history, private gifts exceeded $60 million in a single year. All fund raising is organized through the Office of Resources and Public Affairs in close coordination with the Alumnae Association and a strong network of volunteers. The College has a robust planned giving program with total assets on June 30, 2008, valued at over $76 million. Recent leadership changes in the Office of Resources and Public Affairs present new opportunities for fundraising initiatives. With the recent economic downturn, the Office is setting realistic fundraising goals. A particular emphasis has been granted to increasing the level of unrestricted gifts to the College.

Institutional Effectiveness:
Wellesley's financial position is strong, and the College is well situated to withstand fiscal challenges. The College's financial planning is based on careful analysis and sophisticated budget models, with multiple contingency plans. Recent refinements to the budget process have brought more transparency to financial decisions. Over the coming years, the challenge will be to maintain financial equilibrium: achieving endowment investment return objectives and strong fundraising efforts, while prudently allocating resources to achieve the College's mission.

Standard X: Public Disclosure
Wellesley produces an array of publications designed to inform a wide variety of constituents, and these publications were made available to the evaluating team in the Document Room. Following a review of recruitment publications, the College Catalogue documents policies and public outreach publications, so that today information, data, and substantive content about Wellesley is consistently presented and accessible to many constituents.

23

The College is to be commended for publishing its first comprehensive Faculty Handbook. Whereas the handbook formerly included only legislation and calendars, it now contains clear expectations for faculty and department chairs, in addition to policies on reappointment, promotion, and tenure, as well as others. Future editions might be enhanced by including the guidelines on recruitment that are currently available as a separate print copy as well as on the Dean's website.

One area of concern is the absence of a comprehensive student handbook, either in print or on the website. Some information is provided in the course catalog, and some is provided in snippets on the web site. The evaluating team did hear from students that the lack of a student handbook was problematic. The evaluating team feels the campus would be better served by organizing and presenting the information about the expanse of student life programs, as well as more detail about the rules that govern the community, in one easily-accessible and comprehensive document. The team understands that the Dean of Students Office will be taking on this project up during the summer of 2009, as noted above under Standard VI.

Wellesley, like many colleges, is faced with choices about which documents to produce on paper and which to present solely as a web-based document. The newly published Faculty Handbook is currently available on the web, and the evaluating team understands that it will soon be distributed to all faculty in paper copy. Decisions about publishing such documents solely on the web should be carefully considered, especially the Student Handbook and Faculty Handbook.

Various campus offices work together with the Public Affairs Office to manage communications materials and information vehicles. Indeed, some fine examples of what evaluating team members consider to be "best practices" in communication and disclosure were found at Wellesley. The 2008-09 publication from the Financial Aid Office entitled "You Can Afford a Wellesley Education" is an excellent example of clarity on a widely held Wellesley value: access.

The Public Affairs Office works cooperatively with the independent Wellesley College Alumnae Association editorial board to produce the impressive, quarterly publication, *Wellesley*. The masthead on the magazine includes the statement: "One of the objectives of Wellesley, in the best College tradition, is to present interesting, thought-provoking material, even though it may be controversial." The magazine was especially assertive in sharing information about the economic conditions of 2008-09 by including a special report "Wellesley and the Financial Crisis." The special report included an article from the President as well as supplemental information about how the crisis was affecting students, the community, and resources for further information.

The College website presents a slightly different situation, as noted in Standard VII above. Although the information is mostly accurate, it is somewhat less accessible due to structural and navigational issues. With the dramatic reduction in the amount of paper publications and the rising generation's complete comfort and reliance on web-based information, Wellesley will be well-served to continue pursuing the renovation of its web presence. The College has

identified its website as being in need of a complete overhaul and has taken the steps to begin such work. The work is now in the hands of the Web Site Working Group which is working in concert with a web design consulting group. It is hoped that the new web redesign and content management system will greatly enhance accessibility to information about Wellesley and will facilitate ease of updating information as it changes. In anticipation of the need to assess any gains that may be realized with the new website, and the evaluating team anticipates there will be many, the College has made a change in the way the use of its site is being tracked. It will now be able to consider benchmarks ("Google Analytics") that will show how both insiders and outsiders use the website: where they start, where they go, when they leave. This information can be compared to similar statistics that will be gathered after the web renovation.

Institutional Effectiveness:

Wellesley College has done an effective review of its print and on-line publications in its efforts to ensure that they are complete, accurate, available, and current. The College has identified two areas in need of immediate attention - the website and the student handbook - and it is taking appropriate action to address those deficiencies. The College recently addressed the absence of a comprehensive Faculty Handbook.

Standard XI: Integrity

Wellesley College has remained steadfastly committed to its mission "to provide an excellent liberal arts education for women who will make a difference in the world." Intertwined with this mission is the College's commitment to campus diversity and equal access to a Wellesley education for qualified women applicants. It is a powerful testimonial that faculty, staff, and students on the campus articulate this mission and its associated commitments regularly during campus discussions. Wellesley's need-blind admissions policy and its compact with every admitted student that she will be funded to full demonstrated need are powerful examples of Wellesley putting its mission into practice. The 11% increase in enrollment of African American, Asian, Latino, and Native American students since 1999 and Wellesley's continued decision to remain a women's college are added examples of "mission in action."

A major foundation for Wellesley faculty, staff, and student values is the Honor Code. In 2005, the Honor Code was reviewed, and the College committed to a code with revised language. Expected behaviors for all campus constituents are now described in relationship to this Honor Code, and it is frequently mentioned in introductions to Wellesley policies. Community awareness of the Honor Code is impressive, and it is embedded in campus culture. There is an orderly process for the reporting and review of student honor code violations. A student Chief Justice coordinates the process and receives administrative support and consultation from a Student Life administrator. The Alcohol and Drug Board is the hearing body for student alcohol and drug violations. Both Boards reflect Wellesley's values, and reasonable due process occurs. Honor Code processes and information are described on the Wellesley website, but there is currently no Student Handbook in which the Honor Code and student rights are described. Similarly, the student Academic Review Process is briefly described in the *College Catalog* but is not sufficiently detailed there, nor is

it available in a Student Handbook. The Dean of Students and Dean of the College offices will be collaborating in summer 2009 to develop a Student Handbook, as noted above.

Since 1999, Wellesley has developed a business conduct policy to detail ethical and legal business transactions and a sexual harassment policy with associated grievance procedures. Wellesley has also transferred affirmative action and Equal Employment Opportunity (AA/EEO) processes and procedures from a faculty committee to the Director of Human Resources. Business conduct, sexual harassment, and AA/EEO policies and procedures are available on the Wellesley website and in the Human Resources Handbook. In addition, two campus ombudspersons are available to faculty, staff, and students for consultation regarding potential grievances or for assistance regarding an informal grievance or conflict resolution. Wellesley also has an employee assistance program that employees may consult about difficulties or conflicts. Wellesley faculty are currently in continued deliberations regarding a faculty code of conduct in response to the Honor Code as it addresses faculty behavior.

In support of increased faculty diversity, every department faculty search is now assigned a department member to focus on diversity concerns. The Minority Recruitment, Hiring, and Retention Committee (an Academic Council Committee) holds discussions and makes recommendations to the College regarding recruitment and retention of minority faculty members. A student has been appointed to this committee. Transparency is a consistent value at Wellesley as faculty, staff, and students often share decision-making responsibilities on college committees, with Academic Council Committees (the backbone of the College governance structure) establishing these committees. Two significant examples are: 1) The Board of Admission is constituted of faculty, staff, and students, and this board makes decisions regarding students being accepted at Wellesley; 2) The General Judiciary is constituted of faculty, students and the Dean of Students or her designee who review and serve as hearing panelists for alleged student Honor Code violations. Inclusiveness in decision-making is a clear institutional value.

Institutional Effectiveness:
In word and action Wellesley has remained clear to its internal constituencies and to the public about its purpose. The College has also made significant strides in developing clear affirmative action, EEO, sexual harassment, and business transaction policies, as well as appropriate campus grievance and conflict resolution procedures. These strides were the result of campus reviews. Wellesley faculty can strengthen the true meaning of the Honor Code by finding a means for clarifying for the community its applicability to faculty.

Standard XII: Staff
The recognition that staff is a central asset of the College is evidenced by Wellesley's laudable voluntary inclusion of a staff standard in the 1999 as well as the 2009 self-study reports. The extraordinary commitment of the staff to Wellesley and its mission is articulated clearly by the staff as they describe the privilege of working with intensely engaged and talented students. The staff also describes a strong social justice dimension to their work at a women's college.

Staff commitment is also reflected in the degree to which the staff values information about the College and opportunities to contribute to College governance. Staff members continue to benefit from representation on key college governance committees such as Academic Council, the Budget Advisory Committee, Student Senate, and the Wang Center Advisory Board. The vibrancy of the Academic Council and its subcommittees is also of central concern of the staff, and there are several initiatives underway to insure that these bodies function effectively, encourage communication across divisions of the College, and act responsively to staff interests.

As a mechanism to honor the talents and commitments of the College's staff, further effort should be devoted to developing communication and consultation between the senior staff and managers and directors. The theme of involving staff in advisory roles emerged in several contexts in the evaluating team's conversations with staff groups. Positive examples of seeking input from staff were cited, such as the President's invitation for staff to submit suggestions for budget savings during current economic challenges. Naturally, these challenges have heightened anxieties for College staff, and all efforts which the senior staff has made to share information have been appreciated.

The administrative staff also expressed an interest in augmenting opportunities to share information and best practices cross-divisionally. The support of the senior administration for such practices is essential to success, and staff cited examples of valued programs that have enabled them to learn from one another, such as the initiative to assist all staff in gaining more complete training in computer technologies.

The Human Resources Office has been responsive to several identified concerns over the past decade. Working with the EEO Office, the Committee on Minority Recruitment, Hiring and Retention (MRHR), the Dean of the College, and other hiring managers, it has contributed to the development of procedures for augmenting recruitment of a more diverse staff, resulting in a ten percent increase in minority unionized staff from 1998 to 2008 and a five percent increase in minority administrative staff. The Human Resources Office has also revised the classification system for administrative positions since the previous accreditation process.

Institutional Effectiveness:
The value that Wellesley College places on its staff is evidenced by the inclusion of staff representatives in key governance committees and in the College's efforts to gather staff groups, such as the department heads, to seek input on important institutional initiatives. While there have been important examples of this input leading to programs that directly improve the ability of the staff to serve the mission of the College, there may be additional opportunities to incorporate and support ideas from the staff. In particular, augmenting cross-divisional communications and consultations with the department heads and other managers on decisions that broadly impact the College was suggested by members of the administrative staff as an important way to improve Wellesley's staff effectiveness.

27

Institutional Effectiveness Summary:
Wellesley College has a long tradition of collaborative reflection and planning. This tradition serves admirably to ensure that the College's mission and purposes are fulfilled. The College's succinct mission statement is memorable, very widely known, and has been revisited often in recent decades. Wellesley has demonstrated repeatedly the use of systematic feedback to make changes in its educational programs, such that the evaluating team again and again encountered cycles of evaluation and program redesign.

The College's governance system is transparent, is in keeping with the Wellesley habit of collaboration, and ensures the support of the teaching, learning, and scholarship which are at the heart of the College's mission and purposes. Wellesley's governance system clearly establishes processes in which trustees, administrators, faculty, staff, and students play roles, and this system shapes a context that supports teaching, learning, and scholarship.

In its practices and its procedures, Wellesley College realizes that assessment is evolutionary, ongoing, and incremental. During recent years, its academic leadership has led a concerted and successful effort whereby departments and interdepartmental programs identify the student learning goals that pertain to its major. This process has been completed, and these student learning goals are being published in the upcoming catalog. This process has been faculty-based with support from campus leadership.

The periodic review of policies, procedures, or committee functions is very much part of the Wellesley culture, as is the willingness to develop mechanisms to evaluate their effectiveness. Two examples could be mentioned here: the new system of academic first-year advising, which was introduced in 2007 and which will be reviewed at the end of the first two-year cycle; and the work to evaluate the effectiveness of classroom teaching through new student evaluation questionnaires (SEQs).

Ensuring that all aspects of student life are in keeping with the College's mission and purposes is based at Wellesley in a strong tradition of utilizing external review teams for assessment and enhancement. Entering student surveys, senior exit surveys, alumnae surveys, student utilization surveys and standardized instruments (i.e., NSSE) are actively reviewed by those overseeing students in life to understand student trends and their implications for program change. Student leadership development, supplemental instruction, multicultural education, and recent wellness initiatives have presented continuing opportunities for curricular and co-curricular collaborations to ensure the assessment and improvement of established student learning outcomes.

Especially to be noted is the progressive approach the College has taken to the integration of library and information resources, an approach which has made Wellesley a national leader in realizing wide institutional benefits from its investment in this area. The comparative data garnered through systematic comparative evaluation and assessment confirms community confidence in the services provided and in the innovative directions taken.

Wellesley continues to be a careful steward of its physical and technological assets, utilizing benchmarking and other data to prioritize facilities projects, to enhance current practices, and

to make significant progress in promoting sustainable design and practices. Ongoing assessment of the College's physical and technological resources in light of its mission has shaped realistic planning and resource allocation. The challenge ahead is that of maintaining financial equilibrium, through the achievement of endowment investment return objectives and strong fundraising efforts, while prudently allocating resources to achieve the College's mission.

The College has completed an effective review of its print and on-line publications in its efforts to ensure that these are complete, accurate, available, and current. The college has identified areas in need of immediate attention, the website and the student handbook, and is taking appropriate action to address those deficiencies. The college recently addressed the absence of a comprehensive faculty handbook.

Wellesley has demonstrated integrity in making plain to the College community and to the public its mission and purposes. Recent strides in developing clear affirmative action, EEO, sexual harassment, and business transaction policies were the result of campus reviews and then of making change on the basis of the data from these reviews.

Throughout all of its practices, Wellesley has repeatedly used widespread consultation and planning, and the data each such effort have yielded have then been utilized to promote effective changes in the College's academic and allied programs. There is thus a demonstrable link between planning and evaluation, on the one hand, and, on the other hand, the enhancements to the College's educational program indicated by such planning and evaluation.

The value that Wellesley College places on its staff is evidenced by the inclusion of staff representatives in key governance committees and in the College's efforts to gather staff groups, such as the department heads, to seek input on important institutional initiatives. While there have been important examples of this input leading to programs that directly improve the ability of the staff to serve the mission of the College, there may be additional opportunities to incorporate and support ideas from the staff. In particular, augmenting cross-divisional communications and consultations with the department heads and other managers on decisions that broadly impact the College was suggested by members of the administrative staff as an important way to improve Wellesley's staff effectiveness.

Strengths:
1. The College's leadership is at once attentive to and respectful of Wellesley's traditional strengths while also knowing where the College needs to go in the future.

2. Wellesley College bases its explanation of the College's processes and habits in a repeated historical narrative structure which can be rehearsed by all and which develops and cements a relationship among all constituents. This narrative structure builds consensus and is shared widely, on- and off-campus.

3. The Wellesley College staff and faculty are committed to the College's mission toward its students and articulate clearly and passionately the reasons for their commitment to Wellesley students.

4. Wellesley College's academic leadership is particularly strong and widely respected. Faculty members are willing to entrust many important decisions to this office.

5. The Library and Information Services have been merged at Wellesley in a way which should serve as a model for higher education across the country.

6. Wellesley successfully integrates experiential education into the College's broader academic program. Student learning outcomes and increased faculty/student collaborations are clearly demonstrated via public student presentations at annual campus-based conferences.

7. Wellesley College academic support services, academic advising, and career/internship programs actively utilize student assessment data to guide strategic planning and program modifications.

8. Wellesley College is an excellent steward of its physical assets. Planning and Facilities Management utilizes benchmarking and other data to prioritize projects and enhance current practices. The department has also made significant progress in promoting sustainable design and practices.

9. The College's financial planning is based upon careful analysis and sophisticated budget models, with multiple backup plans. Refinements to the budget process have brought more transparency to financial decisions. This thoughtful planning will enhance the College's ability to navigate financial crises.

10. Wellesley College has successfully addressed its non-tenure track faculty concerns by creating faculty term positions (FTA's) with clear contracts and review procedures, and clearly defined benefits and responsibilities. The process was described as fair, and the new policy as transparent and very satisfactory to all.

11. Over the past decade, Wellesley College has continuously increased racial and ethnic diversity in its student population. Faculty, staff, and students express the importance of this diversity as contributing to the enrichment of a Wellesley education.

12. Campus emergency planning efforts, including the development of disaster recovery plans, business continuity plans, and data security solutions, are highly commendable and should serve as a model to other institutions.

Concerns:
1. The team echoes the concern expressed in the previous two accreditation reports regarding the overlapping layers of committees and hence the difficulty at times in moving beyond

deliberation to decision-making. Related to this issue of deliberation and decision making is the team's observation that the historical narrative structure, noted as Strength Number Two, may also be an impediment to change when flexible and swift decision-making is prudent.

2. There is significant need to enhance the Wellesley College website and to recognize this resource as both a campus community resource and an important public relations tool. The need to work on the College's website is widely recognized on campus, but some resoluteness is needed to move ahead swiftly.

3. The mission statement is concise and known by all of Wellesley College's constituents, but it does not provide the direction or the specificity needed for resource planning and allocation.

4. While the College clearly describes diversity as a core institutional commitment, Wellesley needs to find a programmatic balance for students between support for specific identity groups and multicultural education, including dialogue across differences. Recruitment, support, and retention of faculty of color remain a concern among faculty. Strategic institutional planning is needed to address this pressing concern.

5. A disconnect appears to exist between the Wellesley College commitment to create future women leaders and the lack of centralized resources/support/training for campus-wide student leadership development and programming. As a campus with 180 student organizations, numerous opportunities exist to build bridges between curricular and co-curricular learning and to support Wellesley students on their leadership journey. A notable proportion of campus leaders report taking this journey with little guidance or programming support from the College.

6. There is a concern on campus that the College does not support co-curricular activities, especially athletics and the PERA programs, in accord with Wellesley's commendable emphasis on developing the whole person.

Suggestions and Advice:
1. Wellesley College is to be commended for having each of its many academic departments express their student learning goals and publish them in the college catalog. Now, assessment of student learning needs to move from the department stage to the individual course stage, in which course syllabi reflect the student learning goal(s) to be achieved in each course.

2. The evaluating team suggests that the amplifications to the Wellesley College Mission Statement in the self-study be incorporated into a lengthier and more explicit Mission Statement. Supporting values such as diversity and access are clearly voiced by campus constituencies and might usefully accompany the mission statement.

3. Wellesley College should examine its ownership and historical uses of property and buildings in light of its mission, identity, and priorities.

31

4. As a mechanism to honor the talents and commitments of the College's staff, further effort might be devoted to developing communication and consultation with managers and directors.