WELLESLEY COLLEGE

ACCREDITATION SELF-STUDY

JANUARY 2019
WELLESLEY, MASSACHUSETTS

106 Central Street, Wellesley, MA 02481

Table of Contents

Institutional Characteristics Form

Date: **1/25/2019**

1. Corporate name of institution: Wellesley College

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

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

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

5. Type of control:

<u>Public</u>

☐ State

☐ City

☐ Other

(Specify) _____

<u>Private</u>

☒ Independent, not-for-profit

☐ Religious Group

    (Name of Church)_____

☐ Proprietary

☐ Other: (Specify) _____

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

Commonwealth of Massachusetts

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

☐ Less than one year of work

☐ At least one but less than two years

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

☐ Associate degree granting program of at least two years

☒ Four- or five-year baccalaureate

☐ First professional degree

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

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

☐ A doctor of philosophy or equivalent degree

☐ Other doctoral programs _____
☐ Other (Specify)

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

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

9. The calendar system at the institution is:

☒ Semester　　☐ Quarter　　☐ Trimester　　☐ Other _____

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

a) Undergraduate __**16**___ credit hours
b) Graduate _____ credit hours
c) Professional _____ credit hours

11. Student population:

a) Degree-seeking students (as of Fall 2018 official census):

	Undergraduate	Graduate	Total
Full-time student headcount	2379	0	2379
Part-time student headcount	13	0	13
FTE	2383	0	2383

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

12. List all programs accredited by a nationally recognized, specialized accrediting agency.

Program	Agency	Accredited since	Last Reviewed	Next Review
Biochemistry	American Society of Association of Biochemistry and Molecular Biology	2015	2014	2021
Chemistry	American Chemical Society	1944	2018	2023
Education	Massachusetts Board of Education	1987	2017	2024

13. Off-campus Locations. List all instructional locations other than the main campus. For each site, indicate whether the location offers full-degree programs or 50% or more of one or more degree programs. Record the full-time equivalent enrollment (FTE) for the most recent year. Add more rows as needed.

	Full degree	50%-99%	FTE
A. In-state Locations	**N/A**		
B. Out-of-state Locations	**N/A**		

14. International Locations: For each overseas instructional location, indicate the name of the program, the location, and the headcount of students enrolled for the most recent year. An overseas instructional location is defined as "any overseas location of an institution, other than the main campus, at which the institution matriculates students to whom it offers any portion of a degree program or offers on-site instruction or instructional support for students enrolled in a predominantly or totally on-line program." **Do not include study abroad locations**.

Name of program(s)	Location	Headcount
NONE		

15. Degrees and certificates offered 50% or more electronically: For each degree or Title IV-eligible certificate, indicate the level (certificate, associate's, baccalaureate, master's, professional, doctoral), the percentage of credits that may be completed on-line, and the FTE of matriculated students for the most recent year. Enter more rows as needed.

Name of program	Degree level	% on-line	FTE
NONE			

16. Instruction offered through contractual relationships: For each contractual relationship through which instruction is offered for a Title IV-eligible degree or certificate, indicate the name of the contractor, the location of instruction, the program name, and degree or certificate, and the number of credits that may be completed through the contractual relationship. Enter more rows as needed.

Name of contractor	Location	Name of program	Degree or certificate	# of credits
NONE				

17. List by name and title the chief administrative officers of the institution. (Use the table on the following page) **See pages v–vi**

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

a) Organization of academic affairs, showing a line of responsibility to president for each department, school division, library, admissions office, and other units assigned to this area;

b) Organization of student affairs, including health services, student government, intercollegiate activities, and other units assigned to this area;

c) Organization of finances and business management, including plant operations and maintenance, non-academic personnel administration, IT, auxiliary enterprises, and other units assigned to this area;

d) Organization of institutional advancement, including fund development, public relations, alumni office and other units assigned to this area.

19. Record briefly the central elements in the history of the institution
See page viii

Chief Institutional Officers

Function or Office	Name	Exact Title	Year of Appointment
Chair Board of Trustees	Debora de Hoyos	Chair, Board of Trustees	2018
President/CEO	Paula A. Johnson	President	2016
Chief Academic Officer	Andrew Shennan	Provost and Lia Gelin Poorvu '56 Dean of the College	2004
Chief Financial Officer	Piper Starr Orton	Vice President for Finance and Administration and Treasurer	2017
Chief Student Services Officer	Sheilah Shaw Horton	Vice President and Dean of Students	2017
Planning – Academic	Ann Velenchik	Dean of Academic Affairs	2015
Planning – Facilities	Dave Chakraborty	Assistant Vice President for Facilities Management and Planning	2016
Planning – Budget	Diane Kimball	Assistant Vice President for Financial Planning and Budget	2018
Institutional Research/ Assessment	Pamela L. Taylor	Assistant Provost for Institutional Planning and Assessment and Director of Institutional Research	2016
Development	Vacant	Vice President for Development	TBD
Library	Karen Bohrer	Director, Library Collections	2016
Chief Information Officer	Ravi Ravishanker	Chief Information Officer & Associate Provost, Library and Technology Services	2010
Grants/Research	Elizabeth Demski	Assistant Provost and Director of Sponsored Research	2014
Admissions/Financial Aid	Joy St. John	Dean of Admission and Student Financial Aid	2015
Registrar	Carol Shanmugnaratnam	Registrar	2011
Public Relations	Elizabeth Gildersleeve *(until June 30, 2019)*	Chief Communications Officer	2009
Alumni Association	Missy Shay *(until March 1, 2019)*	Executive Director, Wellesley College Alumnae Association	2015
Investment Office	Debby Kuenstner	Chief Investment Officer	2009
General Counsel	Karen Petrulakis	General Counsel	2017
Human Resources	Carolyn Slaboden	Assistant Vice President for Human Resources & Equal Opportunity	2013
Secretary to the Board	Marianne Cooley	Assistant Vice President and Secretary to the Board of Trustees	2009

Function or Office	Name	Exact Title	Year of Appointment
Diversity & Inclusion	Vacant	Associate Provost for Equity and Inclusion	TBD
Career Services	Vacant	Associate Provost and Executive Director for Career Education	TBD

PLACE HOLDER FOR ORG CHART

WELLESLEY COLLEGE HISTORY

College history: https://www.wellesley.edu/about/collegehistory
Presidential history: https://www.wellesley.edu/about/president/formerpresidents

Table of Commission Actions, Items of Special Attention, or Concerns

Date of CIHE Letter	Summary of CIHE Actions, Items of Special Attention, or Concerns	Detailed Action, Items of Special Attention, or Concerns	CIHE Standards Cited in Letter (NECHE Standard)	Self-Study Page Number(s)
June 24, 2014	Continuing to address the areas specified for attention in the interim report, as articulated in the College's "three broad goals" for the future.	Address the areas of focus specified for the interim report as they relate to the "three broad goals" to Wellesley identifies in its report: an outstanding education for women (Goal 1).	Not specified	Standard 4: The Academic Program, pp. 23–29
June 24, 2014	Continuing to address the areas specified for attention in the interim report, as articulated in the College's "three broad goals" for the future.	Address the areas of focus specified for the interim report as they relate to the "three broad goals" to Wellesley identifies in its report: … a strong financial plan (Goal 2).	Not specified	Standard 2: Planning and Evaluation, pp. 5–9 Standard 7: Institutional Resources, pp. 74–76
June 24, 2014	Continuing to address the areas specified for attention in the interim report, as articulated in the College's "three broad goals" for the future.	Address the areas of focus specified for the interim report as they relate to the 'three broad goals' to Wellesley identifies in its report: … valuing diversity" (Goal 3).	Not specified	Standard 4: The Academic Program, pp. 29–30, 33–34 Standard 5: Students, pp. 43–44; 50–51 Standard 6: Teaching, Learning, and Scholarship, pp. 64–68
June 24, 2014	Progress with the Plan for Campus Renewal, as expressed in our standard on Physical and Technological Resources.	Has put measures in place to closely monitor funding over the life of the [W2025] renewal plan.	CIHE 2005: Standard 8.4 NECHE 2016: Standard 7.21	Standard 2: Planning and Evaluation, pp. 5–9 Standard 7: Institutional Resources, pp.76–79
June 24, 2014	Implementation of its planned assessment, retention, and success initiatives.	Substantiate its claim that it provides an "outstanding education for women," by developing assessment initiatives in the areas of teaching, grading, faculty, and the success of its graduates.	CIHE 2005: Standards 4.49 & 4.50 NECHE 2016: Standards 8.2 & 8.3	Standard 8: Educational Effectiveness, pp. 83–89

Introduction

Wellesley College has embarked on nearly a two-year reaccreditation process in preparation for its 2019 comprehensive review by the New England Commission on Higher Education (NECHE). On March 15, 2017, President Paula A. Johnson announced that she and Provost Andrew Sheenan had appointed Bryan Burns, associate professor of classical studies, and Pamela Taylor, assistant provost for institutional planning and assessment, to chair the accreditation steering committee and Marianne Cooley, assistant vice president and secretary of the Board of Trustees, to serve with the co-chairs on the planning team. Shortly thereafter, the president and provost announced the faculty, staff, students, and members of senior leadership who would serve on the steering committee and help develop and guide the self-study process.

Throughout the process, we have aimed to educate and inform the Wellesley community about the importance of accreditation and our efforts in preparing the self-study. The College established a website to share documents from our previous reviews and an email address (accreditationquestions@wellesley.edu) to solicit feedback. The co-chairs of the steering committee presented an accreditation overview and timeline to the four key constituencies of our shared governance: the Board of Trustees, Academic Council, College Government, and Administrative Council. The steering committee organized two community discussions in fall 2017 to solicit different perspectives on the College's current status and future priorities, our mission, our curriculum, and what's distinctive about a Wellesley education. These conversations provided rich insight into key issues and challenges facing the College and highlighted the need to articulate the values associated with our mission. President Johnson also provided updates to the Board of Trustees, Academic Council, and Administrative Council as the steering committee met important milestones.

In fall 2017, the steering committee focused on gathering information and evidence regarding how the College meets each of the nine standards for accreditation. We used this information to demonstrate Wellesley's strengths and challenges in these areas and to develop our plans to improve the quality of education. The steering committee met with colleagues across the campus who provided information critical to our efforts. In addition, our meetings with several academic departments deepened our understanding of changes to the curriculum and highlighted the importance of co-curricular experiences for student learning.

In spring 2018, the steering committee continued its work to identify priorities for the College and gather information in support of our plans to improve. We engaged the key constituencies of the Wellesley community in separate discussions regarding the values associated with the College's mission to identify areas where their ideas overlapped and diverged. In addition, the Senior Leadership Team discussed with us the strengths and challenges identified by each standard team and provided critical feedback in the development of the College's projections.

Throughout the summer and fall of 2018, the steering committee drafted and assembled the self-study narrative with the review and input of the Senior Leadership Team. Wellesley also shared a preliminary draft in September with Bates College President Clayton Spencer, chair of the NECHE visiting team that will come to campus in March 2019. The steering committee also

solicited feedback from the Board of Trustees at its October 2018 meeting. Prior to making the self-study draft available to the Wellesley community at large, 31 faculty, staff, and students who did not serve on the steering committee provided extensive comments on specific sections of the preliminary draft related to their role at the College. Their review vastly improved the accuracy and completeness of the self-study narrative. To solicit broader feedback, the draft report was posted on an internal website in November 2018; the campus community was invited to offer comments and suggestions. Finally, in early 2019, the College posted the public notification and invitation for public comment on the Wellesley website as well as in the *Wellesley Townsman*.

All in all, we feel that this self-study offers a candid and accurate depiction of the issues Wellesley faces and how the College plans to address its challenges going forward. The steering committee could not have accomplished its work without the active engagement and participation of the Wellesley community. We are very thankful for the faculty, students, staff, and trustees who contribute every day to our mission of providing "an excellent liberal arts education for women who will make a difference in the world."

Lastly, we are deeply grateful for the support and guidance of the NECHE staff throughout this process. Through their informative workshops, in-person meetings, phone calls, and timely feedback on the draft of our self-study narrative, they have truly demonstrated the commission's dedication to ensuring the quality of higher education in New England.

Accreditation Steering Committee

Planning Team
Bryan Burns, associate professor of classical studies (co-chair)
Pamela Taylor, assistant provost for institutional planning and assessment (co-chair)
Marianne Cooley, assistant vice president and secretary of the Board of Trustees (staff)

Faculty
Stacie Goddard, professor of political science
Irene Mata, Barbara Morris Caspersen Associate Professor of Humanities and associate professor of women's and gender studies
Phyllis McGibbon, Elizabeth Christy Kopf Professor of Art
Megan Núñez, Nan Walsh Schow '54 and Howard B. Schow Professor in the Physical and Natural Sciences and professor of chemistry
Carlos Ramos, professor of Spanish
Ismar Volić, professor of mathematics
Akila Weerapana, associate professor of economics

Students
Aviva Feldman, Spanish, class of 2019
Megumi Murakami, political science, class of 2020
Kindred Obas, English, class of 2019
Tory Roth, American studies, class of 2018
Ally Uchitelle, biochemistry, class of 2020

Senior Leadership and Administrative Staff
Paula Johnson, president
Andrew Shennan, provost and Lia Gelin Poorvu '56 Dean of the College
Carol Bate, associate dean of students
Elizabeth Gildersleeve, chief communications officer
Sheilah Horton, vice president and dean of students
Joy St. John, dean of admission and financial aid
Piper Orton, vice president of finance and administration and treasurer
Karen Petrulakis, general counsel
Ann Velenchik, dean of academic affairs

Institutional Overview

The drafting of this self-study began shortly after the appointment of Paula A. Johnson as Wellesley's 14th president in 2016. It has, therefore, provided a timely opportunity for a new administration to take stock of Wellesley's recent past and to begin mapping out future directions for the College, as we contemplate our sesquicentennial in 2025.

The narrative presented in the following pages combines, on the one hand, themes of institutional growth and self-assured innovation and, on the other, a sober coming to terms with the fact that our resources, though abundant, are not limitless. At times, the simultaneous sensation of heightened aspiration and heightened constraint has been jarring for members of our community. But the combination has also stimulated our creativity and clarified our collective understanding of the choices we need to make now in the interest of Wellesley's long-term future.

While the decade since our last reaccreditation has seen little change in the basic architecture of our degree, the content of our educational programs has been enriched by a period of sustained innovation.

- The College invested substantially in our academic program, particularly in inter-disciplinary and scientific or quantitative fields and in efforts to "globalize" our humanities and social science programs.
- We created the Madeleine Korbel Albright Institute for Global Affairs to provide students with an opportunity for immersive, cross-disciplinary conversation with faculty and distinguished practitioners to deepen their understanding of key global challenges and develop their leadership skills. In a short time, the Albright Institute established itself, in the eyes of current and prospective students, as a "signature" program and as one of the most sought-after opportunities at the College, even though participation in it earns no academic credit.
- New and highly successful programs in public speaking and public writing (Maurer and Calderwood, respectively) reflect renewed attention to the value of foundational liberal arts skills. The Calderwood program of seminars in public writing is now being replicated at a number of other liberal arts colleges and research universities.
- With the help of the largest gift in the College's history, we entirely reinvented our Career Education program. It now serves students throughout their four years at Wellesley and connects them in ever more dynamic ways to Wellesley alumnae and to opportunities for work, study, and service beyond the campus.
- Other major gifts are making possible a set of cutting-edge initiatives to transform Wellesley's campus into a "living laboratory" and inspire students' sense of place and connection to nature—namely, the rehousing and reimagining of the permanent collections of the College's greenhouses as "Global Flora" and the Paulson Ecology of Place Initiative.
- Wellesley was the first liberal arts college to join the Harvard and MIT-led consortium edX. WellesleyX generated a number of Wellesley-taught MOOCs. It also expanded the circle of faculty with interest and experience in online teaching, and fostered new levels of productive collaboration between faculty and technologists in Library and Technology

Services (LTS). The result has been a profusion of blended learning courses and, in summer 2018, the first online full-credit course offered to Wellesley students by a Wellesley faculty member.

- With the goal of demystifying the financial aid system and encouraging applications from less affluent students, a member of the faculty (in collaboration with LTS and the Division of Admission and Student Financial Services) developed a simple and extremely effective cost calculator ("MyinTuition") that has now been adopted by dozens of leading colleges and universities.

Investment in innovations such as these reflects the College's enduring confidence in our mission and core values and our determination to be a leader within the liberal arts college sector. As this burst of innovation was occurring, a different set of concerns emerged in the aftermath of the 2008 economic crisis, requiring the College to address some fundamental facilities and financial challenges.

In 2010, a board retreat involving trustees and senior leadership highlighted a substantial backlog of deferred maintenance across the campus. This set in a motion a multiyear planning process, aiming to integrate facilities needs with programmatic needs on both the academic and residential sides of the campus. The upshot was a plan (Wellesley 2025) that prioritized the first stages of a multidecade renewal of the campus.

The development of Wellesley 2025, with an estimated cost of more than $500 million, only a portion of which could realistically be funded by new philanthropy, called for a fundamental rethinking of the College's operating budget and financial model. The increased focus on deferred maintenance and the planning for campus renewal amplified an ongoing conversation about financial sustainability that had been given new urgency by the effects of the financial crisis. In 2013, the board revised the College's endowment spending policy to bring the annual draw down into closer alignment with that of most of our peers (from an average of approximately 5.6 percent from 2009 to 2014 to one of approximately 4.6 percent since 2014). Reducing the endowment draw to a more sustainable level while increasing the capacity of the operating budget to support more expenditure on the physical plant necessitated significant reductions in the College's other expenditures and an aggressive search for new revenues.

Our guiding assumption has been that we must seek reductions and efficiencies across the entire organization. But since administrative staffing levels had been cut deeply in 2009–2010, the greatest opportunity to reduce operating expenditures in the last five years has come in the academic area. The academic program had been largely immune to cost-cutting in 2008. Indeed between 2000 and 2014, Wellesley's faculty and curriculum had expanded by approximately 10 percent, though the size of our student body remained constant. Starting in 2014, with the support of the faculty-led Advisory Committee on Budgetary Affairs, the College began to trim back this curricular growth and reduce the tenure-track FTE to its former levels. The transition to a smaller and more financially sustainable faculty size in line with that of peer institutions has now been accomplished (in large part thanks to a successful Voluntary Retirement Program in 2017–2018). As one would expect, the process has not been without friction, especially for academic departments that have seen their staffing reduced, but also for those with increasing enrollments and static FTE. The creation of an Advisory Committee on Academic Staffing

(ACAS) has given the faculty more complete information about and more input into the allocation of tenure-track lines. But more transparency or input in a time of contraction is inevitably a double-edged sword, and some have questioned the rapid pace of the change and the specific recommendations ACAS has made. The faculty is still acclimating not just to the reduced tenure-track FTE but to the reintroduction of a faculty cap after two decades without one. The experience of peer institutions suggests that a cap should ultimately help the faculty and administration set clearer priorities.

After 2014, the College also moved decisively on the revenue side to increase our capacity to fund campus renewal and achieve a more sustainable budget. In 2015–2016, the College recognized that its attempts to compress tuition increases after 2008 had contributed to a structural deficit and set a multiyear goal of increasing tuition more aggressively. We also expanded our revenue-generating summer and ancillary programs under the aegis of a newly created Strategic Growth Initiative. At the same time, we launched a comprehensive fundraising campaign to address long-term needs in campus renewal and financial aid and to enable exciting innovation in the educational and co-curricular programs. The Campaign to Advance the Wellesley Effect had its public launch in 2015 and concluded, a year ahead of schedule, on June 30, 2018, having exceeded its target of $500 million. The campaign enjoyed broad success across all four of its priorities (A Sense of Place, Affordability and Access, Intellectual Community, and 21st Century Impact) and its impact has been felt across the College—in the renovation of music and studio art facilities and beautiful living rooms in the residence halls, in the creation of the new Career Education initiative, in new financial aid endowments and travel-grant programs, new endowed chairs, new buildings (including the stunning Global Flora greenhouse and entirely renewed boathouse and fitness facilities). It also contributed to the launching and initial funding of the massive $215 million reconstruction of Science Hill that is now underway and that will conclude in 2021. Needless to say, the decision to wrap up a very successful campaign a year early was not, in any sense, an expression of complacency. In a moment when philanthropic support is more essential than ever to the strength of the College, this was a strategic decision to accelerate the preparation for a new campaign under President Johnson's leadership.

All these developments—the programmatic innovations and the recalibrating of our financial model—occurred in a period of broader changes within the culture of our community. One aspect of transition was the pronounced shift in students' academic interests. Like many other institutions, we have experienced both an explosion of interest in computer science and related fields and a decline of interest in traditional humanities disciplines. In the class of 2008, our top six majors were economics (102), political science (59), English (52), psychology (49), Spanish (39), and neuroscience (36). For the class of 2018, they were economics (97), computer science (57), political science (55), biological sciences (45), psychology (42), and neuroscience (40). Between 2008 and 2018, the number of computer science majors increased almost tenfold, the number of media arts and sciences majors tripled, and the number of mathematics majors more than doubled. In conjunction with this trend toward computational, scientific, and technical fields, we saw a reduction of majors by almost half in art history, Spanish, French, history, and English. Not surprisingly, apprehension about the future of humanities fields and speculation about the sources of the "crisis in the humanities" as well as potential remedies have been constant themes in our campus discourse.

Along with changes in students' academic interests have come other less measurable but still important shifts. For an institution whose entire mission is framed in terms of educating women, the cultural turn toward questioning of the gender binary has posed inevitable challenges. In general, we believe that the College has faced these challenges openly and effectively, though there are doubtless unresolved differences of perspective within our community. Another kind of culture shift has been associated with our efforts to become more inclusive—efforts that are requiring faculty to think differently about their pedagogy and to take greater account of the diversity of experience that our students bring to college. Collectively, the faculty has been rethinking many of its assumptions, recognizing, for example, that the concept of office hours may not be readily apparent to first-generation students, or that off-hand comments about what "everyone" learned in high school may reduce some students' sense of self-confidence or belonging. As an institution, we have also begun to focus more of our attention on how we assess the quality of student learning. This change is not embraced with equal enthusiasm across all fields or departments, but there are indications—such as a strengthened partnership between department chairs and the Office of Institutional Research, or the robust faculty response to our Mellon-funded program (2016) to explore evidence-based teaching innovations—that new attitudes are taking hold. One of our foundational strengths as an educational institution is the faculty's deep and personal investment in their students' futures. When faculty appreciate the value of an innovation to their students, as they clearly did in the case of expanded Career Education and are beginning to do with respect to the focus on the quality of student learning, they are likely to be strongly supportive.

It seems clear that this sense of living with transition will persist into the immediate future. The campus conversation about emergent institutional priorities has been engaged to good effect in the process of preparing this self-study. Our plan in 2019 is to launch a strategic planning process that will develop these (and other) key themes and draw more voices into the conversation about them. The resulting document will serve as the road map for the College's next decade and a blueprint for our next comprehensive fundraising campaign.

While this strategic plan is likely to emphasize certain characteristics of Wellesley that have defined us for decades (such as our commitment to need-blind admission and an outstanding liberal arts education that blends tradition and innovation) and will certainly maintain the emphasis on meeting goals in a financially sustainable way, there will be other priorities that, to a greater or lesser degree, may distinguish tomorrow's Wellesley from yesterday's. We would point to three such priorities, each of which is referenced in this self-study.

The first is the imperative of achieving inclusive excellence. After many years of persistent and quite successful efforts to open Wellesley up to the most qualified and promising students, whatever their background, race, ethnicity, nationality, or socioeconomic status, we continue to be confronted by evidence that our students do not all have a shared sense of belonging on our campus and do not experience the same intellectual growth here. The sense of urgency about addressing this collective shortcoming is palpable on campus. There is no false optimism, but there is a hope that the leadership of President Johnson, the rigorous analysis of differential academic experiences undertaken by the former faculty director of the Pforzheimer Learning and

Teaching Center (PLTC), and the entire faculty's recent mobilization around this issue may prove to be a turning point.

The second emergent priority relates to the residential life of students on campus. The physical condition of many of the residence halls—stately and beautiful spaces, but in need of renewal, both inside and out—poses one kind of challenge. But we also see broader challenges in terms of our residential life program. Alumnae from earlier generations often recall a college in which the residence hall was a vibrant site of community. We are concerned that this sense of community has been eroded by a whole array of changes. Some may be local: for example, the increased diversity of our student body and the consolidation of dining in only a few locations on campus, which means most students no longer eat in their residence hall. Other factors are clearly reflective of broader societal trends, such as the impact of social media, the increasing number of students coming to college with depression, anxiety, or other health issues, and the ever-increasing busyness of students who combine paid work, internships, and leadership roles in student organizations with heavy academic work loads. Whatever the reason, there is widespread agreement on campus that residential life is an area in critical need of attention and reinvigoration. With new leadership in the Division of Student Life, the College has begun investing in a more robust staffing structure. We are also in the midst of developing a residential "curriculum" that has received positive reviews from students as well as from administrators and trustees. Just as the new Facilities philosophy is to invest more in preventive maintenance so that we will need to spend less playing catch-up, the College's Student Life leadership is pivoting towards more proactive community-building rather than focusing so heavily on crisis management.

The third priority builds on an aspiration that has been present at Wellesley for decades (manifested, for example, in the founding of the Wellesley Centers for Women in the 1970s and 1980s and the creation of the Albright Institute in 2010). It involves the assumption of an institutional responsibility to engage in the broader world in ways that benefit women, expand opportunities for women, and develop women's leadership and well-being. The formation of a board committee focused on Wellesley in the World is perhaps the clearest indication of the College's interest in returning to this aspiration and executing on it more systematically and intentionally. One of the challenges will be to realize this vision of leveraging the extraordinarily powerful women's network that Wellesley College and our alumnae constitute without distracting or detracting from the educational mission. The record of the past decade (most notably, the College's controversial attempt to establish a partnership with Peking University in 2013) suggests that it will be essential to involve faculty very actively in outward-facing programs. At the same time, the success and broad popularity of recent grassroots faculty initiatives, like the Project on Public Leadership and Action, suggests a strong receptivity to the idea of connecting academic research and scholarship to real-life issues and communities. President Johnson and her administration have made clear their commitment to collaborating closely with faculty and trustees to develop a blueprint for Wellesley in the World.

In sum, Wellesley approaches its sesquicentennial with confidence in the relevance and necessity of our mission, with abundant energy and ideas for renewing and advancing our institutional structure and our educational program, and with a sharpened sense of the trade-offs needed to safeguard the College's future strength.

STANDARD 1: MISSION AND PURPOSES

Description

Wellesley's mission is simple, but it is essential: "To provide an excellent liberal arts education for women who will make a difference in the world." We are an institution entirely devoted to educating and empowering women to serve and transform their communities. Wellesley's mission reflects its position as the nation's preeminent women's college, and it is known and understood across our community—by our students, our faculty, our administrative staff, and our loyal and engaged alumnae. Wellesley's students are among the best in the country. All of them come to our campus believing they are capable of creating change around them through the attainment of a rigorous liberal arts education. Our faculty are prolific scholars, dedicated teachers, and devoted to service, both within and outside the institution. Our administrators and staff work thoughtfully to advance the mission through their support of student and faculty life. Wellesley's alumnae are famously engaged with the institution, and Wellesley's trustees invoke the mission as they provide strategic direction and stewardship of the College.

Wellesley's mission reflects our identity as an institution dedicated to the education and advancement of women. The Board of Trustees approved our succinct mission statement in 1989 and formally re-endorsed it in 1998. The statement is used extensively as a means of communicating the College's core identity. Admission materials make frequent and clear references to it, and it appears at the end of every press release issued by the College. The mission is currently supported by a [values statement](#) that promotes empowerment, collaboration, diversity, leadership, and service. As we discuss in detail below, we have re-examined our mission, considering carefully what it means to be a women's college in the 21st century. We have concluded that the mission statement continues to reflect our priorities and values and will remain unchanged. We have also used this moment to engage the entire community in a vibrant discussion about our mission and values. Discussions continuing through the 2018–19 academic year will reflect on the mission and seek more coherent expressions of our enduring values that speak to current priorities of the institution and our students.

Wellesley's mission informs our priorities and our planning at every step. Wellesley's primary goal is to empower all women and, for this reason, among our highest institutional priorities is maintaining need-blind admission for domestic students and fully meeting the calculated financial need of all admitted students. In doing so, Wellesley has also strengthened the diversity of our student body. Our demographics reflect this increased diversity and our commitment to inclusive excellence, and express the principle that the liberal arts enterprise requires that our community can "speak across difference." We also ask our faculty to reflect on and advance inclusive pedagogies.

We expect that a Wellesley liberal arts education will empower our students to transform their communities. Our mission also asks our students to accept great responsibility. To "make a difference in the world" is not only a commitment to lead, it is a commitment to serve. Many faculty, student, and staff projects at Wellesley are concerned with the advancement of women and girls through civic engagement programs that are both community-driven and participatory.

We embrace a model of service and collaboration that focuses on community organization and mobilization rather than individual exceptionalism, and one that looks to integrate as many voices into public conversation as possible, rather than imposing one vision on a community. Some of our most distinctive programs—including the Wellesley Centers for Women, the Wellesley in Washington Program, the Albright Institute, the Project on Public Leadership and Action, the Calderwood Seminars in Public Writing, and the Maurer Public Speaking Program—are inherently public-facing and reflect our commitment as an educational institution to empower women to serve and transform their communities. The College facilitates student volunteer programs through numerous community partners, including the Framingham Public Schools, Boston Healthcare for the Homeless, and the South Middlesex Correctional Center.

Wellesley's continuing commitment to civic engagement was reflected in the 2016 reinvention of the Center for Work and Service as Wellesley Career Education. Career Education was restructured to create a model better suited to support students and alumnae and to foster continued opportunities for student engagement. The new model supports our commitment to a liberal arts education through an understanding of the importance of educating leaders who "are prepared to tackle the issues of our time with thoughtful inquiry, deep analysis, strong communication, and an understanding of how multiple areas of expertise must combine to form solutions" (see Standard 5 for further discussion). Career Education has partnered with the Wellesley College Alumnae Association to develop and launch the Wellesley Hive, a new platform that allows our students the opportunity to be mentored by our alumnae while, at the same time, allowing our alumnae to connect more directly to the College. The platform illustrates how the College employs technology to create new forms of community building and support, and to enhance our connection to the world outside of Wellesley.

Our mission is reflected in our curricular choices as well. As a liberal arts institution, we see our primary purpose as educating critical and creative thinkers. We emphasize the development of analytical skills as well as strong writing, speaking, and quantitative skills across our curricular offerings that support our students in their time here, in their careers, and in their development as active and thoughtful contributors to their communities. Through our distribution requirements, we ask students to develop breadth across the humanities, social sciences, and sciences; our majors, both department-based and interdisciplinary, ask our students to seek depth. We ask our students to bring to the classroom their personal and diverse experiences as well as to embrace the ethos of intellectual engagement and critical inquiry. Our curriculum emphasizes that evidence matters, and that to learn together as a community we must be willing to engage with intellectual challenges to our own deeply held beliefs.

The mission also shapes our approach to being a residential college, which is at the core of Wellesley's identity. Living on campus lets our students discover their own purpose and intention, and encourages them to see themselves as individuals who play an essential role in creating a supportive community. Living in a diverse community compels them to reach across their differences and learn from each other. Within residence halls, students expand their understanding of diverse individual practices, religions, and cultures. Wellesley students talk about building lifelong friendships, and about the vibrant Wellesley network of alumnae, but there is something more at stake. Building community at Wellesley means creating connections and forming shared rules and norms that allow individuals to thrive within a community despite

their differences. On this campus, we want our students to learn to be active participants in creating inclusive spaces—to understand that being part of the Wellesley community, or any community, means having both rights and responsibilities. It means more than simply living in a residence hall or cohabiting with peers. To further encourage a sense of community for our students, in the next few years, we are committed to renovating and reinvigorating our residential spaces.

Appraisal

At the last accreditation, the visiting committee pressed us on the brevity of our mission statement. We believe that our mission statement is valuable, not merely because of its brevity, but because of its open-endedness and flexibility. We believe the strength of our mission lies in our ability to revisit our values, to thoughtfully reflect upon and even revise them as we grow as an institution and change as a community. The qualities of our mission statement that make it so memorable are also the qualities that have enabled us, as a community, to constantly revisit our understanding of these few, simple words—of what it means to "provide an excellent liberal arts education for women who will make a difference in the world."

Over the last five years, the debate about how we translate our mission into shared values has centered around two core issues. First, how do we adapt our understanding of gender identities to be more inclusive of difference but, at the same time, remain steadfast in our commitment to the education of women? Our trustees and campus community engaged in a wide-ranging, respectful, and thoughtful discussion about what it means to be a women's college in an era of changing understanding of gender identity. In 2015, our Board of Trustees voted to update our admission policy to provide clarity for transgender and nonbinary students who would like to apply for admission. We now consider for admission any applicant who lives as a woman and consistently identifies as a woman. Therefore, candidates assigned male at birth who identify as women are eligible to apply for admission. The College also accepts applications from those who were assigned female at birth, identify as nonbinary, and feel they belong in our community of women. In making its decision, the board also reaffirmed our commitment to the premise that "once a Wellesley student, always a Wellesley student" and made clear that if, after being accepted, a student no longer identifies as a woman, the College would continue to support that student.

The concept of a women's college, and the reasons for having one, are as relevant today as they were at our charter date in 1870. Wellesley's mission is only strengthened by broadening our understanding of what it means to be a woman and fostering an inclusive community of women who are prepared for a rigorous academic environment that challenges them to achieve. Our standing as the nation's preeminent women's college has placed us at the forefront of debates centered on the changing needs of students who no longer identify with binary gender constructions of the past, and our new policies illustrate our intentional and thoughtful deliberations on the subject. But even as we expanded our community, the trustees also affirmed the importance of using language specific to the women we serve. In institutional communications, the College will continue to use female pronouns and the language of sisterhood, both of which are important components of our mission and identity. This continued

commitment to gendered language is critical to our mission, yet we recognize the tension around gendered language use and acknowledge that it may create a sense of exclusion among some members of our community.

Second, we have sought to use this accreditation to revisit and reflect on how we are translating our mission into the lived values of our College, articulating values that are more inclusive of our changing student body, expanding our understanding of leadership and success, and upholding the excellence of our liberal arts education. For example, the "valuing diversity" statement on our website speaks to a diversity of ideas and experiences, yet we need to say more about making a concerted effort to have a student body diverse in racial and ethnic backgrounds, socioeconomic class, gender and sexual orientation, and religious affiliation. Likewise, these values speak of the importance of pragmatic leadership. Wellesley students spend four years in an environment in which women take leadership roles without thinking twice. Yet the language of pragmatic leadership may also suggest a limited model of leadership to our community, and we want to examine if we can more clearly articulate the uniqueness of the women's college environment and how it shapes students into confident and capable women.

We have used the 2019 accreditation not only as a moment for reflection, but also as a stimulus to action. While we will adhere to our mission as written, we will strive to engage the community around the core issues of inclusion, diversity, and leadership. In 2019, the strategic planning committee (described in Standard 2) will lead a community discussion about the enduring and the changing values of the College. We will engage all constituencies—students, faculty, administration, staff, and alumnae—and focus on the following issues in order to create a new statement of our values.

Projections

- We will discuss the need for a more robust statement on the importance of diversity—a need to focus more on equity and inclusion, especially regarding issues of gender, race/ethnicity, and socioeconomic status.
- We will consider our definition of "to make a difference in the world," asking what it really means to our community.
- We will amplify our commitment to service at Wellesley and in the broader community.
- We will ask how we can emphasize the importance of community building as a value, especially as it applies to our transformation of residential life.
- We will discuss how to incorporate the resilience and the wellness of our community as an integral part of our mission.

STANDARD 2: PLANNING AND EVALUATION

Wellesley's planning and assessment is a collaborative process. Wellesley is an institution that values healthy debate and strives for consensus on major policy changes. The president and the trustees guide the College at the highest level. The president works in concert with the faculty in setting the direction for the College through Academic Council and its 23 standing committees. The president, senior administration, faculty, staff, students, and trustees work together toward shared community goals and create mechanisms for assessment. We believe this approach is a strength of our institution, but acknowledge that strategic planning and assessment might not be as nimble, flexible, or consistent as at institutions with a more top-down leadership culture.

At Wellesley, the last 10 years of planning and assessment have taken place within the context of balancing institutional ambitions with addressing financial sustainability. We began the period after our last accreditation still adjusting to the disruption of the recession, and we had to address pressing financial challenges: tackling the deteriorating state of our buildings; curbing the spending rate from our endowment; and financing our expanded academic and administrative programs. We must necessarily continue to wrestle with real constraints while ensuring that our long-term plans remain practically ambitious and consistent with our mission.

This self-study began shortly after the appointment of Paula A. Johnson as Wellesley's 14th president, and was structured as a critical opportunity for thoughtful reflection and assessment of Wellesley's strengths and opportunities by the many different members of the College community. We are using this self-study as a springboard for multiconstituency strategic planning and assessment—the kind of comprehensive planning Wellesley has not undertaken since 2006–2007 when the 2015 Commission led a yearlong inquiry about the future of the College. In 2019, President Johnson plans to convene an ad hoc committee on strategic planning, which will be tasked with examining the appraisals and projections of the 2019 accreditation self-study and then producing a strategic plan. We believe this committee will capture Wellesley's continued commitment to democratic governance and allow a more thorough and forward-thinking strategic planning process.

Planning: Description and Appraisal

College planning has been largely oriented around three priorities to secure Wellesley's future: implement a comprehensive plan for campus renewal; ensure the long-term financial stability of the College; and ensure that Wellesley continues to invest in its mission, maintain its academic excellence, and advance the quality and diversity of its faculty, students, and staff.

Campus Renewal
Much of Wellesley's planning over the last decade has centered on the revitalization of its buildings. In the years after external benchmarking showed compelling evidence of a major backlog in deferred maintenance, College leadership asked five distinct working groups, representing various academic and student life initiatives, to reimagine the ways in which the

College's facilities could support its programs and activities in the decades ahead. Working groups were charged with envisioning the future of programs in Arts and Media, the Humanities, Science and the Environment, Student Residential Experience, and Wellness and Sports. The report called for campus renewal that would embrace the principles of Wellesley's mission: It would enable academic initiatives and improvements to student life; provide opportunities for collaboration and community building at a variety of scales; meet current and anticipated program needs, with enough flexibility to accommodate evolution of programs and pedagogies; facilitate stewardship of Wellesley's rich inheritance of buildings and landscape and, in particular, secure the longevity of its existing buildings; and build on and enhance sustainability initiatives throughout the campus, including improving environmental sustainability and accessibility. Together, these groups detailed their aspirations in the Wellesley 2025 plan (W2025) adopted in 2013. (The W2025 plan for campus renewal is further discussed in Standard 7.) However, the full realization of these ambitious plans for campus renewal reflected in this aspirational planning process would require significant financial resources beyond what was feasible within the constraints of the College's budget.

In 2015, Wellesley College launched the public phase of a comprehensive fundraising campaign dedicated to advancing what we called "the Wellesley Effect." One priority of the campaign was to secure funding for these ambitious plans for campus renewal. While only a portion of the necessary funding has been secured, the results are already evident: Over the last five years, we have renovated and repurposed several of our buildings, including Schneider Hall and the Keohane Sports Center Field House, undertaken improvements in several residence halls, and completed a renovation and expansion of Pendleton West for music and the arts. In 2018, we began renovation and construction of our new Science Center, which is estimated to be completed in 2021 (see Standard 7 for further discussion).

We are excited to see the progress on campus, yet at the same time we recognize key challenges. The process that produced W2025 adopted a model of "blue sky" planning, calling upon our campus community to imagine how they would transform the buildings, without discussing cost limitations or trade-offs. In addition, cost estimates did not account for inflationary increases in construction costs over the period of the plan. Moreover, the plan did not address the critical deferred maintenance needs of buildings not slated for renovation. A great deal of the community's time—as well as money for architectural consultants—was devoted to projects that turned out to be unfeasible based on our budgetary constraints. When plans had to be adjusted in light of constraints, members of the community felt disappointed that they had to accept less than what had been imagined.

We are learning from this process by embracing a more practical vision. In 2017–2018 we completed a facilities condition assessment of our buildings and infrastructure, in order to produce a comprehensive analysis of deferred maintenance needs of the campus over the next 10 years. The Board of Trustees has approved a five-year major maintenance plan to address the most critical needs, which we are incorporating into existing building renovation plans (see Standard 7 for further discussion). In addition, in the fall of 2017, the board formed an Energy Working Group (Power4Women) tasked with developing plans to address our deteriorating central utility plant. This planning process was a major step in developing concrete plans toward achieving the greenhouse gas emission reduction goals contained in the College's 2016

Sustainability Plan. The recommendations of the working group approved by the board in the fall of 2018 included campus-wide energy conservation measures and investments in our central utility plant. A new working group, E2040, will undertake the next stage of energy master planning to address the College's thermal footprint and heating/cooling infrastructure and develop a pathway to achieve carbon neutrality. The energy conservation measures are also being incorporated into existing renovation projects.

We are also facing key decisions about our next major capital renovations: how best to renovate our residence halls and rejuvenate residential life. The W2025 plan called for gut renovations of the most neglected residences, but that would only address three of our 12 large halls and would not be feasible without adequate swing space. In 2016, we began rethinking this plan, understanding that we must address critical repairs while at the same time engaging in transformational planning about the role of residential life in our campus community. The Division of Student Life and the Facilities Management team are working closely together to evaluate the physical spaces in which students live and interact, and to develop optimal plans to improve the residential experience within our financial constraints.

More broadly, as we enter into the next steps of campus renewal, we recognize that we cannot think about renewing our buildings separately from other institutional priorities. Our buildings are where we work toward our mission, where our students live and build community, and this means we must renovate our spaces in ways that push our community forward. For example, planning around the Science Center has brought senior leadership and faculty together to think about a reimagined space for teaching and learning. We have also found new ways to use our campus spaces to further inclusive excellence as an institutional priority, including transforming our former dean of students residence, Acorns, into a house for Latinx and Asian/Asian American students. Moving forward, we hope to bring this same integrated thinking into all of our plans for campus renewal, by incorporating our building planning more thoroughly into a broader process of strategic planning.

Building upon the initial planning of W2025, we are planning for how best to address critical deferred maintenance needs across more of our buildings; we are incorporating deferred maintenance needs in each building project we undertake; we are incorporating energy use management planning in conjunction with other renovation plans; and we are addressing the real costs of future construction. This necessarily involves making significant tradeoffs, but it enables the leadership and the Board of Trustees to make more informed decisions about institutional priorities. Achieving these plans remains dependent on the College's ability to raise funds for campus renewal, and to increase the funds available from the operating budget to address deferred maintenance and debt service (see Standard 7 for further discussion).

Ensuring the Long-Term Financial Stability of the College
Beginning in 2013, the College made significant budgetary adjustments to address two imperatives: to consistently commit significantly more resources from the operating budget annually to cover the full cost of depreciation and invest in deferred maintenance and campus renewal, and to adjust the endowment spending rule to a level that will preserve its purchasing

power over time, which in practical terms means that the endowment's contribution to the operating budget is growing more slowly than it has in the past.

In 2015, the Advisory Committee on Budgetary Affairs (known as BAC), a multiconstituency committee of Academic Council that includes faculty, staff, and students, examined the long-term sustainability of our existing budget model. Former President Kim Bottomly charged the BAC with considering whether the budget enabled the College to maintain and enhance the level of excellence for which Wellesley is known, and to chart a financial course to enable the College to fund the people and infrastructure required to achieve our goals and aspirations. The BAC concluded that while the College was making some progress in rebalancing the operating budget, we were far from our ultimate rebalancing goal ($18.5 million per year).

In 2016, the BAC and senior leadership also identified these three challenges to our budget model that could not be addressed fully by gifts or by rebalancing the operating budget at the level projected:

- We were operating with insufficient funds for contingencies. In any given year, one or two unexpected expenditures or revenue shortfalls could throw the budget into deficit and force us to adopt short-term austerity measures to balance the budget. In addition, there was little or no funding available to invest in major innovation.
- Increased interest and principal payments would soon impact the operating budget as a result of our need to borrow additional funds for campus renewal, including the Science Center and residence hall projects. Debt service on this new borrowing was likely to put additional pressure on the operating budget for the foreseeable future.
- Salary increases for faculty and some staff roles were lagging behind our peers following several years of constrained wage growth, and would have to be increased to keep Wellesley competitive in the labor market.

This analysis confirmed the systemic nature of recent financial challenges and pointed to the need for more aggressive revenue-raising and cost-cutting measures.

The first recommendation from the BAC was to increase net student revenue by recalibrating our comprehensive fee to be closer in line with our peer institutions while maintaining our commitment to meeting 100 percent of calculated need (as detailed in Standard 7). In effect, the BAC's recommendation was that the College "undo" its earlier decision to hold down the rate of tuition increases—a decision the BAC came to see as fundamentally incompatible with the need to sustain the excellence of our programs while investing in campus renewal. Senior leadership and the Board of Trustees agreed with this recommendation, and in FY17, we began to implement a multiyear plan to raise our comprehensive fee.

We have also sought to increase revenue from other programs and sources, while remaining consistent with our mission as a liberal arts college. An ad hoc task force of the board worked with senior leadership to study and then launch the Strategic Growth Initiative in 2016. Under this initiative, we have significantly expanded Wellesley-led summer programs as we have begun to turn our campus from a nine-month to a 12-month space of operations. We saw a 20 percent increase in enrollments in our summer academic programming in 2017, and another 63

percent increase in summer enrollment in 2018 (further considered in Standard 4). This increase in summer programming allows us to enhance our academic activities for our current students, while engaging a broader group of young women and girls in educational programs at Wellesley. Our faculty have also expressed significant enthusiasm for the summer programming model, which they see as consistent with Wellesley's academic mission while requiring a limited time commitment during the summer months. The Strategic Growth Initiative has also advanced initiatives to better utilize special events and our resources, like our golf course, to generate revenue. We have also continued to implement the plans developed by the Real Estate Task Force in 2012 to monetize certain fringe properties of the College, and have used the proceeds to add to the endowment in support of campus renewal, and to develop reserves to address deferred maintenance in faculty housing.

The second recommendation from the BAC focused on reducing expenses in the academic program. From 2005 to 2015, the number of faculty increased by 10 percent while the size of the student body remained constant. In particular, following the 2008 financial crisis the College took advantage of a favorable hiring market to recruit a large number of outstanding faculty, which supported growing demand in scientific and quantitative fields as well as the increased interest in interdisciplinary majors. In 2016, our faculty compensation per student was the highest and our student-to-faculty ratio was among the lowest of our peers. From a financial perspective this was, simply put, unsustainable. In 2016, the BAC recommended the College reduce the size of the faculty by roughly 10 percent, or approximately 30 tenure lines. The Office of the Provost asked each academic department to develop a plan to reduce its course sections by 10 percent. In fall 2017, the College offered a Voluntary Retirement Plan (VRP) to both faculty and administrative staff, which proved highly successful. With 34 faculty (20 tenured and 14 non-tenure-track) electing the plan, the College's post-VRP faculty tenure lines have been reduced to the targeted level. The implications of these retirements for teaching and learning and for financial sustainability are discussed in Standards 6 and 7.

Further consideration of faculty compensation is being carried out by an ad hoc committee named BAC+. The group is composed of current and former members of the BAC, the Faculty Benefits Committee, the provost, the dean of academic affairs, and the vice president for finance and administration and treasurer. The benchmarks the College has used for considering increases in faculty salaries have been relatively unchanged for decades. The overriding goal of the current work is to develop a set of principles as well as benchmarks, indicators, and best-practice policies to monitor the effectiveness of faculty compensation policy—broadly construed to include benefits as well as base salary—for attracting, retaining, and engaging a faculty committed to excellence.

Lastly, we have directed our efforts at reducing non-academic expenses. A preliminary benchmarking analysis in 2015–2016 suggested that there were net savings possible in functions where Wellesley staffing appears less efficient than that of our peers. Following from this analysis, we have begun to assess variations in our staffing compared with similarly sized schools, as well as specific reasons for current Wellesley staffing levels. Senior leadership worked to identify services or activities we can stop providing or performing without detriment to our mission and to reorganize staffing and share services more effectively, increasing centralization and making better use of technology.

Strengthening Our Planning Processes

As was noted in the 2009 accreditation report, Wellesley College remains very clear on its mission, which is clearly articulated and universally embraced and understood by trustees, faculty, students, staff, and alumnae. But also as noted in the 2009 report, it was less clear to the community what the key priorities and strategies were to realize the mission. As noted in the two preceding sections, since 2008–2009 the College's planning efforts have primarily been focused on campus renewal (including support for evolving academic and residential life needs) and financial sustainability (a budget that supports our educational program and institutional priorities, provides for investment in innovation, and meets our responsibility to renew and maintain our campus for current and future generations). Since President Johnson's arrival and the beginning of the self-study, we have been reformulating our planning processes to integrate past and current planning efforts in a more consistent way. The College recognizes the need to put into place both the organizational structure for strategic planning and a strategic plan itself, as well as the processes by which the strategic plan will inform annual planning and budgeting. We recognize that we must work together to define our community's priorities, acknowledging that there will be moments of trade-offs and shared sacrifice, but also opportunities to plan in ways that enhance the foundation of our mission.

At the last accreditation, we reported that, to facilitate strategic planning, Wellesley had introduced a provost model. As noted in our interim report, the reorganized office has proven to be an effective forum for informing decision-making on key academic and institutional matters, ranging from budget restructuring and facilities renovation to embracing technology.

Under President Johnson's leadership, the Senior Leadership Team identifies a shared set of priorities on an annual basis. These reflect the shared expressions of issues and concerns by faculty, students, and staff, such as striving for inclusive excellence, and priorities considered essential for the future of the institution, such as financial sustainability. These priorities inform discussions with the Board of Trustees (for example, the board retreat in June 2018 focused on inclusive excellence) as well as overall areas of investment of time, energy, and resources (as recommended by senior leadership to the Board of Trustees). They also inform the work of the Campus Renewal Executive Committee, which is considering the short- and long-term trade-offs of campus renewal priorities.

More recently we have developed institutional planning mechanisms designed to bring together all of our constituencies—administrators, faculty, alumnae, trustees, and students—to facilitate comprehensive long-term planning. In 2017, we determined to use the self-study process as the groundwork for the strategic planning process, and we structured the steering committee and self-study assessment process accordingly. Also in 2017, the trustee committees were restructured to provide more structured and strategic guidance to inform Wellesley's priorities. For example, we have a new board committee, Wellesley in the World, dedicated to assessing our current global partnerships and to thinking creatively about future efforts to enhance Wellesley's reputation as a global institution.

We have also enhanced our academic planning, responsive to changes within and beyond the College. We need to continue discussions among the faculty about the essential elements of a liberal arts education in the 21st century. With the large number of faculty retirements, we must ensure that we are allocating new tenure-track positions in a way that maintains the strength and depth of the curriculum. Until 2016, the decision to allocate tenure lines was located solely in the provost's office with approval by the president. In order to engage the faculty more consistently and effectively in this important work, in 2016, faculty (with the provost's full support) voted to create an Advisory Committee on Academic Staffing (ACAS). Composed of eight faculty members from eight different departments and programs, the committee is responsible for reviewing departmental requests and making recommendations to the provost (see Standard 6 for further discussion).

Finally, we are committed to enhancing diversity across our entire community. As we describe in detail in Standard 6, we remain committed to hiring and retaining a diverse faculty. In 2011, Wellesley created a new administrative position, the associate provost and academic director of diversity and inclusion, who worked in tandem with the provost's office and our academic departments to increase the diversity of our hiring pools in all of our tenure-track searches. Recast in 2018 as the associate provost for equity and inclusion, we are now searching to fill the position that will play a critical role in advancing the College's commitment to diversity, equity, and inclusion in staffing, curricular innovation, and nondiscrimination initiatives. We are also investing in planning that allows us to develop best pedagogical practices, especially with regard to retention of low-income, first-generation, and underrepresented racial and ethnic minority students. The College recently hired a new associate dean of students for inclusion and engagement to help lead our newly restructured Intercultural Education unit and to support the vision of the Division of Student Life. Both of these positions will be instrumental in helping guide our continued commitment to diversity to ensure that all of our students are able to fully realize the benefits and experience of a Wellesley education.

Planning: Projections

- We will continue our efforts to ensure the long-term financial stability of the College by setting aside a proportion of the operating budget annually to invest in deferred maintenance and campus renewal; preserving the endowment's purchasing power over time; reducing academic and nonacademic expenses; and pursuing opportunities to increase revenue in accordance with our mission.
- In the area of campus renewal, we will continue to work on renovations with the major priorities set by our 2025 renewal plan. As we begin renovations on the residential halls, we will engage campus constituencies and concretely outline trade-offs among options.
- We will hold the number of tenure lines at roughly the current level, which will result in a student-to-faculty ratio that is more consistent with our peers. We will use faculty retirements to reshape the faculty both demographically and departmentally.
- We will re-evaluate the principles and process for assessing faculty salaries and benefits, and developing more nuanced models of benchmarking to ensure we are able to recruit, support, and retain outstanding faculty across the liberal arts curriculum.

- We will improve the transparency of decision-making through better communication with the campus community.

Evaluation: Description

At Wellesley, data collection occurs at the institutional, committee, departmental, and individual levels. We use data to evaluate every aspect of our institutional mission, assess our curricular goals and outcomes, monitor the strength of our departments and programs, and track our student performance both during and after their years at Wellesley College.

In last 10 years, Wellesley has made great strides in the evaluation of its institutional and academic programs. In 2016, Wellesley reformed its Office of Institutional Research (OIR). Two positions—the associate provost for institutional planning and the director of institutional research—were combined into one, the assistant provost of institutional planning and assessment and director of institutional research. In addition, the office has an associate director of institutional research.

We also use our centers, committees, and programs to gather and analyze data necessary to advancing Wellesley's curriculum and its pedagogical practices. The former faculty director of the Pforzheimer Learning and Teaching Center (PLTC) led efforts to gather data on the performance of underrepresented students at Wellesley (see Standard 8 for further discussion). This data spurred the creation of our Inclusive Excellence Working Group, and led us to engage in a community-wide discussion about how faculty can improve their pedagogical practices to advance our mission of diversity (see Standards 4 and 6 for further discussion). The former faculty director of the PLTC also gathered data and analyzed the causes of changes in department and program enrollments to help departments better formulate their own curricular needs. Similarly, in 2013, a professor of sociology spearheaded an effort to gather data that led to the implementation of Wellesley's shadow grading policy, which the Academic Council adopted in 2014. Under this policy, letter grades received by first-semester, first-year students do not appear on student transcripts, will not be released outside the College, and are not factored into the cumulative GPA (see Standard 4 for a description). In 2017, the former faculty director of the PLTC and OIR collaborated to gather data on the effects of the shadow grading policy and enrollments in departments.

Evaluation of the substance of Wellesley's academic programs occurs at both the College committee and at the departmental levels. The Committee on Curriculum and Academic Policy (CCAP) regularly evaluates Wellesley's curriculum and is currently considering changes to the multicultural requirement (see Standard 4). Departments set their own standards for academic assessment, including honors and other capstone programs. We have continued to work with departments to revise learning goals and identify ways to assess outcomes. As described in Standards 4 and 8, this process continues to be a challenge for some faculty, and departments vary in what mechanisms they believe are appropriate to assess student learning. Wellesley's departments continue to use external mechanisms to monitor their own curricular strengths and weaknesses, especially by participating in review by a visiting committee on a 10-year cycle. As a result of self-study and external review, the College has created tenure-track lines in

interdepartmental programs, moved faculty lines in and out of departments, and overhauled curricula in a number of departments and programs.

Wellesley is fortunate to belong to the Consortium on Financing Higher Education, a group of peer colleges and universities that share information and collaborate on research projects. Wellesley is also a participant in the Collaborative on Academic Careers in Higher Education (COACHE), a group of peer colleges and universities that share information and collaborate on research projects. In 2013, Wellesley conducted its last faculty job satisfaction survey, which looked at how faculty at all ranks evaluated their experience with Wellesley's tenure and promotion policies, support for research, teaching, service, and leadership, as well as other aspects of faculty life. We found that while faculty at Wellesley are generally happy with the quality of their teaching and research support, they had concerns about access to and responsiveness of leadership in all levels of the College, as noted in the 2014 Interim Report. The 2013 COACHE survey suggested dissatisfaction among faculty with the communication and consistency of College priorities and the pace of decision-making.

Evaluation: Appraisal

Since our 2014 Interim Report, Wellesley has become much more committed to evaluation and assessment at every level. We have in put in place myriad mechanisms designed to gather and assess data about our financial planning, our curriculum, our faculty, and our students. Working with this vast amount of data, however, presents challenges. For example, with multiple sites of data collection and analysis, there is concern that we are not adequately using data for maximum impact, efforts are being replicated unnecessarily, and information is not communicated to the broader campus constituency. With the strengthening of OIR, we are attempting to centralize and monitor area data collection and analysis, while at the same time fostering a participatory process of institutional planning and assessment. We are encouraging this process by working in partnership with faculty, staff, and other constituencies to identify important and urgent research questions, conduct high-level analysis of pertinent data, and communicate research findings and actionable recommendations. For example, OIR works with Career Education, which leads the charge on the assessment of our graduates' career trajectories.

We have also taken steps to better communicate our findings to the College community. Significant data collection and analysis efforts—such as those involved in the analysis of student enrollment, shadow grading, and inclusive excellence—were presented formally to the College community, in Academic Council, at meetings of chairs and directors, and to individual departments and programs.

We also seek to ensure that mechanisms of evaluation are built into every major strategic initiative, prospectively, and that data are being gathered at every step to assess and ensure the success of our plans. We believe we have been particularly successful in doing so both in our recent efforts to implement and evaluate our shadow grading policy and in our efforts surrounding inclusive excellence. Not only was the shadow grading policy itself data-driven, the policy included a specific requirement to gather data to assess the impact on student satisfaction, faculty responses, and enrollment. Based in part on this data, in 2016 the faculty voted to extend

shadow grading, and will once again turn to the data to re-evaluate the policy in the 2018–2019 academic year. Likewise, the data on the performance in the classroom allowed our Inclusive Excellence Working Group to home in on issues of pedagogy and to examine how typical practices within the classroom might lead to the unintentional marginalization of our students of color. This data-driven evaluation of student performance prompted us to shift our definition of the problem from one of an "achievement gap" (that is, students "failing" to live up to standards) and instead to see these issues as bound up with our own institutional structures and practices.

Finally, while academic departments have begun to assess student learning within their disciplines, and have engaged in external assessment of their own strengths and weaknesses, we still have much work to do. We need to be more creative in considering direct and indirect measures that would be appropriate and consistent with our values and teaching methods. The faculty need to think more broadly about how they evaluate the senior experience, perhaps looking to portfolios, capstone seminars, juried artwork, and outside evaluators for theses, among other steps. The College has not assessed the extent to which visiting reports are used by departments in staffing and curriculum decisions. During the reaccreditation we have taken a hiatus from visiting committees. While we will continue our program of using external evaluators in 10-year cycles, this is an opportune moment to think about how these visiting committees should operate. We have not always assessed the quality of the feedback from the committees, nor have we revisited our past visiting committee reports to assess the importance and the follow-up of these assessments. Given the time and energy departments and programs must put into the visiting process, clarifying both the purpose of the visiting committee and the mechanisms of assessment is critical.

Evaluation: Projections

- We will ensure that every strategic initiative lays out mechanisms prospectively for assessment. This is particularly important as the College undertakes initiatives like inclusive excellence, which need both baseline assessments and the evaluation of the pedagogical and student life levers proposed.
- The College will reconsider its program of academic department reviews using external evaluators in 10-year cycles.
- Major data-gathering initiatives will be followed up on systematically, either by an existing or an ad hoc committee of senior leadership and faculty.
- We will revisit major academic initiatives of the last 10 years—such as the First-Year Seminar program—to assess their value in the curriculum.
- We will focus on the evaluation of our diversity initiatives, including instituting exit interviews of all faculty (see also Standard 6).

STANDARD 3: ORGANIZATION AND GOVERNANCE

Wellesley has a robust, transparent, and shared governance structure appropriate to its distinctive mission and purpose. Governance at the College includes formal structures—the Board of Trustees, senior leadership, Academic Council, Administrative Council, and College Government—as well as more agile forms of governance, such as working groups and task forces composed of faculty, students, and administrative staff. The College bylaws describe the composition, qualifications, and terms of board members and the powers and duties of the trustees, and they outline the delegation of board authority to the officers of the College, Academic Council, and Student College Government.

Board of Trustees: Description

Members of the Wellesley College Board of Trustees have always viewed their fiduciary and governance responsibilities with the utmost respect while remaining grounded in the mission of the College. As a body, they are known for their diligent review of detailed board books and for achieving nearly full attendance at all meetings, whether regularly scheduled or ad hoc. It is part of Wellesley's culture.

Over the years, significant attention has been paid to the structure, organization, and desired outcomes of the board and its work with College colleagues. Given the increasing complexity and challenges of higher education and the need to ensure both effective governance and the meaningful use of trustees' time, we seek to engage all trustees in consequential work that fully leverages their skills and talents to maximize the benefit to Wellesley, the institution, the students, and the alumnae.

In 2011, having concluded a yearlong bylaws review, the board reduced the maximum length of service from 15 years to 12 years. All trustees go through a self-assessment at term renewal to consider their contributions to the board and their ongoing commitment. The board believes this ongoing renewal has contributed to an increasing difference of perspectives on the board relative to 10 years ago, thanks to new members who represent a greater range of race, geography, age, and skills.

The Wellesley board leads the search process for and appointment of the president. In spring 2015, the board appointed a multiconstituent committee, reflected on their aspirational wishes for new leadership, listened to the community's vision for the next leader, and worked diligently over nine months to recommend the appointment of Paula A. Johnson as Wellesley's 14th president. The Talent and Compensation Committee leads the annual evaluation of the president's performance and constitutes the most significant work at the May board meeting. Generally, 100 percent of board members participate in the evaluation process by providing written assessments of the president's performance relative to annually established objectives.

In keeping with board policy, a new board chair was elected in May 2017 to begin her service in July 2018 following a transitional year. The prior board chair served a total of seven years spanning a presidential transition, a capital campaign, and the transitional year.

The board held retreats in February 2015 and June 2018. At the 2015 retreat, the board addressed a framework for financial sustainability and the need for a funded plan for campus renewal. This remains a core focus of the ongoing work of the board. In 2018, the retreat dealt with the Wellesley student experience with a focus on inclusion and equity.

In addition, the Governance Committee held a retreat in August 2017 to consider the work of the Wellesley board, the strategic engagement of trustees, and changes necessary to ensure the board is serving the College's mission and needs to the fullest extent possible. Board assessments and a recent survey of senior leadership suggested the board could provide even greater value by engaging earlier in key strategic issues facing the College in the changing world of higher education. As a result, the Governance Committee recommended and the board implemented changes to its governance structure in fall 2017. These changes included a consolidation of some committees, a reduction in the size of committees, and the closing of committee meetings to nonparticipants.

The Landscape and Buildings Committee and Finance Committee were consolidated into the Campus and Finance Committee, which allows the board to better steward Wellesley's financial and physical assets. The committee is in the process of developing an expanded schedule of meetings based on anticipated work and necessary approvals. Some work of the committee is conducted by task forces, such as the Debt Task Force that worked with staff on the College's tax-exempt debt offering completed in March 2018, and the Energy Working Group that led planning and assessment of the College's aging cogeneration plant culminating in recommendations adopted by the board in fall 2018. The Academic Affairs, Student Life, and Admission and Financial Aid committees were combined to form the Wellesley Experience Committee. Wellesley Experience is charged with ensuring excellence across all aspects of the campus experience, from admission to commencement. Wellesley in the World is a new committee for the trustees charged with Wellesley's outward-facing profile, interactions, and reputation, including partnerships, external communications, and collaboration with the Alumnae Association. Lastly, the Compensation Committee expanded its portfolio beyond senior level and presidential compensation to embrace a new role as the Talent and Compensation Committee. The committee provides insight and foresight in matters of HR strategy, including recruitment, organizational culture, employee engagement, professional development, and succession planning.

Trustees see these changes as an evolution of their work and believe they will allow the board to focus and provide valuable insight on strategic matters facing the College. The board retained its commitment to the participation of faculty and students on the Campus and Finance, Wellesley Experience, and Wellesley in the World committees. The shift from five committees with faculty and student involvement to three resulted in an overall decrease in the number of faculty and students participating on trustee committees. Board self-evaluation has revealed that the new committee format has allowed for more robust discussion and informed decision-making.

Board of Trustees: Appraisal

The past 10 years have been marked by near-constant self-appraisal and adjustment: the appraisal that comes with planning for a presidential transition, and the appraisal that comes from reflection following that transition. The board regularly plans assessments on a three-year cycle. Mini-assessments have been conducted to consider the board's sense of smaller changes or of items such as the board orientation process. In late spring 2018, the board assessed the new governance model and expanded its assessment to include interviews with senior leadership and faculty committee members. Data from the spring 2018 board survey indicates that 96 percent of board members "strongly agree" or "agree" that "[their] time on this board is well spent, and [they are] able to make a meaningful contribution to the board's work." The governance changes have more closely aligned the College's priorities with the board's work while still ensuring that the board's fiduciary responsibilities are satisfied; in other words, the board does work that is *consequential* for Wellesley.

The committees continue to evolve, and there is broad agreement that the structure has enhanced overall governance and decision-making, with improved quality and depth of discussion. However, there is still a tension that comes from the recognition that nearly all trustees previously felt reasonably educated about all business before the board rather than deeply educated about the matters before their particular committees. Students and faculty were not formally surveyed for their feedback. Anecdotally, both trustees and staff agree that the format change has increased student and faculty engagement in committees. Further, the board will review and discuss the meeting schedule in light of faculty, student, and trustee schedules. The board plans an additional assessment at the end of this academic year.

Faculty Governance: Description

Academic Council, presided over by the president, has continued its discussion of how to improve organizational effectiveness and engagement. As judged by attendance in Academic Council, faculty engagement has improved compared with the last decade thanks to significant work on the part of the Agenda Committee. In particular, the Academic Council's Advisory Committee on Budgetary Affairs (known as BAC) is a key contributor to the College's financial planning and budget discussions. The work of the committee is much better integrated into the College's budgetary process, and the committee chair is an *ex officio* member of the Board of Trustees Campus and Finance Committee with full voting rights.

Academic Council is actively discussing the size and scope of the curriculum. In FY17, the council created a new committee, the Advisory Committee on Academic Staffing, to recommend the allocation of new tenure lines, the balance of tenure-track and non-tenure-track faculty, new hiring initiatives, and opportunity hires (see Standards 2 and 6). In addition, led by the Committee on Curriculum and Academic Policy (CCAP) and driven by student interest, the community began to reassess the multicultural requirement in 2017. CCAP is now discussing changes to this requirement within the context of changes to Wellesley's distribution requirements (see Standard 4 for further discussion). Furthermore, the provost has charged

CCAP with engaging the faculty in a discussion of the grading policy during the 2018–2019 academic year.

The Office of the Provost has been led by two academic officers, the provost and the dean of academic affairs, since July 2017. This structure was a reduction of one decanal position, instituted as a cost-cutting measure with the intent of modeling for the faculty the commitment to reducing staff even in the provost's office. The shift raised some concerns that each dean's responsibilities have increased and that they are not as easily accessible to faculty as in the past. Further, faculty have been hesitant to bother the provost with smaller issues. From the perspective of the provost's office, they also feel the absence of the nonvoting third dean on the Committee for Faculty Appointments, who was able to raise issues of concern. Enacting the two-dean model has encouraged department chairs and program directors to take on more of their own problem solving without relying on the provost's office, but there is continued need for guidance about the parameters of the role. In addition, the burden on the deans associated with executive sponsorship of the Science Center renovation has been acknowledged. Given the significance of these numerous factors, an additional faculty member will join the office as dean of faculty affairs in July 2019.

A number of other key committees extend beyond Academic Council, many of them created at the behest of the president with a specific charge or purpose. These ad hoc committees include the Commission on Ethnicity, Race, and Equity (CERE) (2015)[1], the Immigration Working Group (2017), the Inclusive Excellence Working Group (2017), and the Task Force on Speech and Inclusion (2018). Each is chaired by a faculty member and includes faculty, students, and staff. These committees represent the College's commitment to shared governance, and each committee's progress is evaluated annually with the chair and either the president or the provost. If work has been completed, the task force will disband. If work is not complete, the committee will be rechartered for some period of time and its charge will be re-evaluated to ensure that the focus is still appropriate.

Faculty Governance: Appraisal

The College recognizes that as the numbers of committees and their responsibilities increase, we may be creating a sense of faculty fatigue. During the 2018–2019 academic year, 78 percent of eligible faculty members will be in service to various committees of Academic Council. A decade ago, 66 percent of faculty were in service in any given year. We also recognize that faculty members serve on other committees outside of Academic Council and may be spread too thin to respond to significant internal or external issues that arise. Additionally, with the slower pace of faculty hiring, we realize that fewer faculty will be in the committee pipelines for service.

---

[1] CERE was created by former president Kim Bottomly.

Student Governance: Description

Student governance at Wellesley dates back to the establishment of the Student Government Association in 1901, shortly after the College's founding. College Government leaders have played key roles in the history of the College, including Hillary Rodham Clinton '69, who established the practice of having a student speaker at commencement.

The mission of College Government (CG) is to facilitate an active, engaged, and inclusive community, and to represent student voices in communicating with administrators, faculty, staff, and trustees. Its key areas of governance are twofold: recognizing and financing student organizations, initiatives, and activities, and addressing issues of sensitivity, diversity, cultural understanding, and awareness in all aspects of student life.

CG is currently a multiconstituency body comprising around 50 elected representatives (senators) from each residence hall and major organizations, including special interest groups and cultural organizations. CG's executive leadership (cabinet) is an eight-member team of students elected by the entire student body, whose responsibilities include chairing College Government's various subcommittees.

CG carries out its mission through its subcommittees and Senate. For its subcommittees, the Student Organizations Funding Committee, the Senate Policy and Ethics Committee, and the Student Organizations and Appointments Committee directly enact policies related to the governance of student organizations and appointments on campus. This responsibility includes setting criteria for the amount of funding and recognition an organization receives, selecting students to represent the student body on administrative committees, and ensuring all organizations follow publicity guidelines.

Senate is a weekly meeting for all elected representatives to College Government and is open to all members of the student body. Elected senators update their constituents—the House Councils of each residence hall, student organizations, and special interest groups—about the decisions of Senate, and get feedback and ideas to bring to Senate meetings. In the recent past, Senate meetings have been well-attended, and have acted as a key point of contact between students and administrative leadership. Senate also acts as a check on College Government subcommittees, where any policy changes must be approved via a vote taken in Senate. Amendments and initiatives endorsed in Senate are also key to on-campus student advocacy.

As a result of a multiyear effort in Senate, the student body requested that the administration compensate resident assistants and house presidents. A stipend was incorporated in the College budget beginning in 2016–2017 for this purpose. In 2018, a waiver for a percentage of the room rate was added to the stipend. Resident assistants and house presidents also now receive significant leadership training. More recent Senate action has included amending the CG constitution to incorporate gender-neutral language as a reflection of the body that it governs, and voting to endorse a student-led campaign urging the College to move toward sustainable energy.

Beyond Senate, CG has also used other formats to engage the student body in shared governance of key College issues. For example, CG hosted a town hall during fall 2017 to discuss the multicultural requirement that prompted CCAP to consider how to make the requirement more meaningful. They also held a forum in fall 2017 to highlight changes they would like to see in the social atmosphere on campus. The new dean of students and several key administrators from the division of student life and the department of Physical Education, Recreation and Athletics attended the forum. CG representatives and appointed students were also instrumental in encouraging the Inclusive Excellence Working Group to hold a town hall about student concerns. The very powerful sharing of student narratives led to faculty working more intently to learn how to address students' emotional and disability needs.

In addition to the College Government structure, student activism is also strongly present in other critical areas. Students have organized and engaged with senior leadership and, in some cases, the Board of Trustees on such topics as divestment from fossil fuels, sustainability, Black Lives Matter, and issues of gender. Many of these movements originated outside the organized structures before partnering with College Government in seeking to have College leadership address student concerns.

Student Governance: Appraisal

Students have expressed concern regarding the inclusion of student voices on various committees and the ability of students to participate fully in their work. Students on the Accreditation Steering Committee raised this concern, and it seems to have resonated with some students as evidenced by a recent *Wellesley News* article that examines how student voices were included in a decision regarding student transportation. Their voices appear to be strengthened in the new committees of the Board of Trustees, and students have long played a key role on the Trustee Subcommittee for Investment Responsibility. CG is working to improve its internal processes regarding appointing students to committees of Academic Council and other administrative committees. Students have been active in the discussions and work of CCAP on the multicultural requirement and other curricular issues as well as on committees focused on areas of student life, such as transportation, sustainability, and budgetary affairs. However, student engagement is not uniform across all committees.

Governing the funding of student organizations has also emerged as a major challenge for CG. With student interests growing more diverse and more student organizations being recognized yearly, the Student Activities Fee is extremely stretched. While the Student Organizations Funding Committee has already begun work on making funding more equitable, more administrative and financial support is needed. In particular, one area that needs to be examined is the current model of all students having to front high costs for events, which disproportionately affects students of lower socioeconomic backgrounds.

CG also faces challenges in leadership renewal, transition, and support. CG currently undergoes a high turnover rate with senators. Senators are often first-year students, and only a small proportion of them return. In terms of the CG Cabinet, many positions are uncontested yearly in student body elections, as positions are uncompensated and require a significant time

commitment. While cabinet members are expected to be compensated going forward, stronger advising is still needed to ensure continuity with each successive College Government, with an intentional focus on leadership development and retention.

Most significantly, the College Government constitution needs review and revision. Due to a quick turnover rate, CG faces challenges in taking sustained action to amend its constitution and organizational processes. This is particularly true in the area of elections, as students ended the 2017–2018 academic year without having elected a new CG president following two failed election attempts. The constitution requires that an unopposed candidate must receive 51 percent of the votes cast rather than a plurality. A review of the constitution will not only help to adjust the requirements for election process and voting procedures, but also identify other areas where CG's internal governance needs to be strengthened.

Staff Governance: Description

The president's Senior Leadership Team has been expanded since President Johnson's arrival at Wellesley. The Senior Leadership Team includes: provost and dean of the College, vice president and dean of students, vice president for finance and administration and treasurer, vice president for resources, dean of admission and financial aid, chief communications officer, dean of academic affairs, chief investment officer, general counsel, and assistant vice president and director of human resources. The position of general counsel was new to the College in FY18. The chief investment officer and assistant vice president and director of human resources are new to the Senior Leadership Team.

Administrative Council serves in an advisory capacity to the president and provides a forum for exchange of information among the administrative staff members and departments and with other College constituencies. Administrative Council has six standing committees outlined in its bylaws: Steering Committee, Nominating Committee, Compensation and Personnel Policy Committee, Committee for Diversity, Administrative Council Advisory Board, and Community Connections Committee. Administrative Council members represent the views of administrative staff on numerous committees of Academic Council, the Subcommittee of Investment Responsibility on the Board of Trustees, and Student Senate. Administrative Council keeps staff up to date on College news and policies. For example in 2017–2018, the Compensation and Personnel Policy Committee organized a meeting with the vice president of finance and administration and treasurer, the provost, and the assistant vice president for human resources to discuss the current state of the Wellesley College budget. In addition, Administrative Council has given input over the last two years on issues related to performance reviews and the College's mission as part of the reaccreditation effort. Furthermore, through its Community Connections committee, the council has organized opportunities for faculty, staff, and students to interact, such as a campus-wide potluck that included students staying on campus over winter break, Pub Night events in Punch's Alley for faculty and staff co-sponsored by the Office of the Provost, and walks around Lake Waban.

A number of staff members across the College have participated in our [leadership development program](#), which includes an active learning project as the capstone of a yearlong training. The active learning projects have included recommendations for the onboarding of new employees, for improved functioning of Administrative Council, and for improving staff capacity for working across difference. Further, the Leadership Forum, consisting of direct reports to senior leadership, worked on five major challenges facing the College throughout fall 2017 and recommended immediate actions in several areas including travel, contracts, events, consultants, and the budget. Recommendations from these efforts are in the process of being implemented.

Staff Governance: Appraisal

Staff work to retain their seat at the table. Over the past decade, their voice has been considered as staff reductions and work changes have affected their daily lives. The Administrative Council was originally designed as more of an information vehicle, and many individuals do not feel comfortable speaking in this forum. Further, it is not always connected to various appointment processes. It will take some time to see if new approaches to Administrative Council can more consciously elicit staff input on key topics and develop an organized and thoughtful staff voice.

The juncture of trustee governance, faculty governance, student governance, and staff governance constitutes the shared governance of the institution. Although basic tenets of shared governance are reflected in the organizing documents of each organization, constituents have acknowledged the need for greater dissemination of information and transparency across all entities.

Projections

- *Board of Trustees.* Over the course of the 2018–2019 academic year, the board will continue to review the effectiveness of changes to its governance structure.
- *Faculty Governance.* Academic Council will continue to expand opportunities for discussion and debate of important issues.
- *Student Governance.* Recommendations from the dean of students and the director of student involvement are needed to improve student governance and its effectiveness. It is expected that the upcoming academic year will be a rebuilding year for College Government, particularly regarding organizational governance.
- *Staff Governance.* Wellesley will find ways to use Administrative Council meetings to both present information to staff and to engage in conversation regarding important issues that affect the staff in particular.

STANDARD 4: THE ACADEMIC PROGRAM

Wellesley's mission to provide an excellent liberal arts education unites our many efforts to promote the success of the academic program: maintaining the strengths and standards of the College's rich tradition, sponsoring innovative and experimental approaches to teaching and learning, and expanding our horizons to help all students to find their passion and reach their full intellectual potential. Over the past 10 years, the College has prioritized support for interdisciplinary initiatives that reach across departments and programs; programs that sharpen skills in speaking and writing; activities that promote new applications of digital technologies; and efforts to strengthen assessment of student learning. In addition to promoting these teaching methods, the College has expanded research opportunities for students and worked to integrate co-curricular learning experiences with the academic program. We have kept watch over how students fulfill degree requirements, and we have increased efforts to evaluate the success of our teaching with new programs for assessment and to ensure the accomplishments of all by providing full support appropriate to our diverse student populations.

Because of the integrated nature of the academic program, focused solely on an undergraduate population enrolled at a single campus, this chapter is formatted as a single description section, followed by an appraisal and projections. Subheadings refer both to topics outlined by accreditation guidelines and to areas of activity particular to Wellesley.

The Academic Program: Description

Wellesley advances an excellent liberal arts education through an undergraduate program that enables students to engage in a wide variety of academic fields. The Wellesley curriculum is remarkably diverse, especially for an institution of our size. We offer 55 majors, a relatively high number compared with peer institutions, and a broad diversity of classes organized through 29 academic departments and 23 interdepartmental programs. In 2018–2019 we offered over 1,000 courses across the liberal arts, with an average enrollment of 14 students per class section.[2]

The degree requires 32 units, of which 16 must be taken at Wellesley, with further limits on the number of units that can be earned through AP credit and transfer from other institutions. The course catalog and a degree requirements webpage detail all expectations and policies, which are also summarized for students and advisors in a condensed handout.

Ensuring Academic Quality
The Office of the Provost engages both faculty and students in maintaining the quality of education across individual programs, structured largely through the Committee on Curriculum and Academic Policy (CCAP). This committee, made up of faculty, students, and key administrators, reviews all new courses and any changes to major requirements. CCAP also plays a role in the external reviews of departments and programs, and the changes to the structure or content of programs that often follow. CCAP presents each year's curriculum to the

---

[2] This figure excludes noncredit classes and individual instruction, such as thesis research and music instruction.

Academic Council for approval by vote. The process is well structured by legislation, facilitated by a website with relevant links and forms, and consolidated with deadlines and guidance in an annual handout from the Office of the Registrar, the "Guide for Academic Departments/Curriculum Review Process."

The College's grading system is clearly described in legislation and online, as is the grading policy that maintains consistent standards across the curriculum. In 2003 and 2004, Academic Council was concerned that the steady increase in average grades would reach the point that GPA and grades would no longer be useful indicators of student achievement and that grade inflation threatened to undermine the value of the Wellesley degree. The policy enacted then requires that the mean grade in courses at the 100 level and 200 level, with 10 or more students, should be no higher than 3.33 (B+). CCAP monitors adherence to the College's grading policy, and instructors of a course that exceeds the GPA are expected to send an explanation to the CCAP chair. In fall 2018, CCAP is analyzing the efficacy of the policy, relative to student and faculty perceptions, as well as to faculty practices, and will bring a discussion of grading to Academic Council.

In 2013, Wellesley adopted a policy that aimed to ease the transition to college by encouraging students to focus on learning rather than grades. The shadow grading policy, instituted in 2014 and in effect through 2019, lists students' first-semester grades on their official transcript as Pass/No Pass, though the students had the full experience and feedback of traditional letter grades (unless enrolled in a mandatory Credit/No Credit course).

We have a long-standing Honor Code that covers plagiarism and all aspects of academic integrity (see Standard 5 for further discussion). Plagiarism is explicitly discussed within the Writing Program and is addressed in every section of the required first-year writing course.

CCAP also plays a lead role in academic planning, innovation, and integrity. Its 2018 review of the federal guidelines for hours of engagement led Academic Council to endorse a change in the weekly schedule of class meetings and minimum hours of work per week. All classes carrying a full unit of credit now meet a minimum of 150 minutes per week, and we calculate that the Wellesley unit is equivalent to four credit hours. This evaluation also led to a clarification of the conversion rate for how MIT credits are accepted as Wellesley units.

The Office of the Registrar maintains clear communications, and is available for individual consultation, about policies for cross-registered courses at Babson College, Brandeis University, MIT, and Olin College of Engineering. All non-Wellesley courses must still be approved by the appropriate department/program chair to satisfy any degree requirement such as major, minor, and distribution requirements. We do not bear any additional obligations related to the dual-degree programs through Brandeis, Olin, and MIT. Academic credit is only awarded for approved courses and transferred units, through a legislated process carried out by CCAP. MIT cross-enrollments count as Wellesley courses and appear on the Wellesley transcript with grades. This is not the case for transferred credits or for cross-enrollments with other local colleges.

As detailed below, expectations for student achievement are set forth by requirements that guide students through the breadth of the liberal arts and structure their engagement with major fields. The Wellesley curriculum emphasizes critical thinking and thoughtful communication skills, and

the College offers numerous programs to support pedagogical innovation and student success in these key areas. Skills in library research and instructional literacy are offered by the Research and Instructional Support staff of Library and Technology Services, when incorporated by faculty in specific course units and through individual consultation with students. As discussed further in Standard 6, additional one-on-one assistance is coordinated through the Pforzheimer Learning and Teaching Center (PLTC), which coordinates tutoring designed around individual courses, as well as the Academic Peer Tutor program, which helps students establish good practices for academic success in areas such as note-taking and time management. The Office of Disability Services provides individualized assistance and information to students, and is the first contact point for students with physical disabilities, learning disabilities, and attention disorders.

General Education
The College has long required students to take nine courses that span the arts and humanities, social sciences, and STEM fields. The current distribution requirements are organized as eight substantive and skill-based categories: Language and Literature; Visual Arts, Music, Theatre, Film, and Video; Social and Behavioral Analysis; Epistemology and Cognition; Religion, Ethics, and Moral Philosophy; Historical Studies; Natural and Physical Science; and Mathematical Modeling.

In addition, first-year students are required to complete a course in expository writing and to demonstrate basic skills in quantitative reasoning by exam or coursework. All students must fulfill a foreign language requirement that expects proficiency at the intermediate level, by completing the fourth semester of Wellesley's course sequence or equivalent. Each student must also take courses that satisfy the multicultural, (advanced) quantitative reasoning, and physical education requirements. The exact number of courses varies depending, for example, on an incoming student's language ability, but general requirements represent about one-third of each student's coursework.

Both the quantitative reasoning (QR) and multicultural requirements (MCR) are described as "overlays," meaning that the course contains the necessary content but may satisfy another degree requirement at the same time. The characterization of QR courses is more straightforward, whereas numerous possible features qualify as MCR: focus on a culture outside the European/North American orbit; on a minority culture within the United States; or on processes of racial bias. Although the Office of the Registrar maintains a list of over 200 courses that have previously satisfied the multicultural requirement, students must propose the courses they deem appropriate.

The Major
Wellesley maintains a strong commitment to the traditional liberal arts and simultaneously advances interdisciplinary work and new fields of study. The description of the current academic program provided here demonstrates the centrality of faculty in driving curricular change; support for faculty development as a source of curricular and pedagogical change; and the significant and growing emphasis on research opportunities and the connection between the curriculum and co-curricular and experiential learning.

Graduated Students by Division and Major, 2016–2018

Social Sciences	2016	2017	2018		Arts & Humanities	2016	2017	2018
Economics (ECON)	94	98	97		English (ENG)	35	27	33
Psychology (PSYC)	64	37	42		Spanish (SPAN)	23	19	18
Political Science (POLS)	52	32	55		French (FREN)	24	13	13
Women's and Gender Studies (WGST)	17	27	24		Art History (ARTH)	14	20	15
History (HIST)	18	12	17		Classical Civilization (CLCV)	5	16	7
Philosophy (PHIL)	11	13	12		Cinema and Media Studies (CAMS)	8	11	7
Sociology (SOC)	10	16	9		Art Studio (ARTS)	9	4	11
Cognitive & Linguistic Sciences (CLSC)	9	17	9		Chinese Language & Culture (CHNC)	4	10	4
Anthropology (ANTH)	11	9	9		English and Creative Writing (ENCW)	8	4	6
International Relations–Pol Sci (IRPS)	5	9	12		Japanese Language & Culture (JPNC)	4	6	6
Religion (REL)	7	3	6		Music (MUS)	4	7	4
International Relations–Economics (IREC)	4	6	4		Theatre Studies (THST)	7	4	4
International Relations–History (IRHI)	7	4	2		Comparative Literature (CPLT)	5	5	2
Africana Studies (AFR)	3	3	4		Classics (CLST)	6	2	4
Total Social Sciences	**312**	**286**	**302**		Italian Studies (ITAS)	3	6	2
					Russian (RUSS)	2	2	4
					French Cultural Studies (FRST)	3	2	2
Sciences & Mathematics	**2016**	**2017**	**2018**		German Studies (GERS)	3	2	4
Biological Sciences (BISC)	36	55	45		Russian Area Studies (RAST)	2	1	2
Computer Science (CS)	37	35	57		**Total Arts & Humanities**	**169**	**161**	**148**
Neuroscience (NEUR)	36	33	40					
Mathematics (MATH)	29	22	37					
Chemistry (CHEM)	13	19	17		**Interdisciplinary Fields**	**2016**	**2017**	**2018**
Biochemistry (BCHM)	10	19	9		Environmental Studies (ES)	20	13	15
Physics (PHYS)	8	12	10		Media Arts and Sciences (MAS)	11	17	24
Astrophysics (ASPH)	8	4	2		American Studies (AMST)	7	9	14
Geosciences (GEOS)	3	5	5		Peace and Justice Studies (PEAC)	10	3	11
Astronomy (ASTR)	1	3	1		Architecture (ARCH)	8	7	6
Chemical Physics (CHPH)			2		Middle Eastern Studies (MES)	6	8	2
Total Sciences & Mathematics	**181**	**207**	**225**		Latin American Studies (LAST)	5	4	1
					East Asian Studies (EAS)	4	3	2
					Medieval/Renaissance Studies (ME/R)	1	1	1
Individual Major	**6**	**2**	**1**		South Asian Studies (SAS)	1	0	1
					Jewish Studies (JWST)	0	0	1
					Total Interdisciplinary Fields	**73**	**65**	**78**

Notes: Chinese Language and Culture and Japanese Language and Culture have been combined into one major: East Asian Languages and Cultures.

Wellesley now offers 55 majors that span the liberal arts: 19 in the humanities, 14 in social sciences, 11 in the sciences, and 11 in interdisciplinary fields (see table above). In recent years (2016–2018) the largest numbers of majors have been in economics, psychology, biological sciences, political science, and computer science. The most minors during these years were in these same fields. The pursuit of economics and political science is typical of Wellesley throughout recent decades, while computer science has seen the sharpest increase in major numbers since 2008. On the other hand, the top five majors from 10 years ago also included English and Spanish. Very few students pursue an individual major of their own design.

Each of these major programs offers a substantial opportunity to study a field in significant depth, with a minimum requirement of eight units, of which at least two courses are at the advanced level. Most majors require nine or 10 units, although some require up to 14, explicitly or implicitly through the prerequisites necessary for required courses. Each student may choose to pursue a second major or the minor offered in many fields. A single course cannot be counted toward two majors, or toward both a major and a minor. The annual course catalog and associated webpages describe the distribution requirement categories, in terms of disciplinary method and content. A new online interface, generated as part of the adoption of Workday for course management, enables more sophisticated searching and will also allow students to use software for course planning.

Wellesley instituted learning goals for majors in 2009, and in the past two years we undertook a comprehensive review of the wording, effect, and utility of learning goals for every degree program. The Office for Institutional Research (OIR) advised departments and programs through multiple stages of reflection and revision, culminating in the new learning outcomes published in the 2018–2019 course catalog (see E-series forms). Learning outcomes are now offered for all majors, newly developed for several interdepartmental programs in particular, and numerous programs take advantage of newly added capstone courses, encouraging students to reflect on their own course of studies as part of their coursework.

Curricular Development
Overall, the curricular change that has occurred over the past 10 years has taken place within existing degree programs—with attention to courses that count toward more than one major—and within individual course design, supported by our many initiatives that promote innovation across the curriculum. Programs such as the Maurer Public Speaking Program and the Blended Learning Initiative emphasize pedagogical approaches that are enriching many of our long-standing departmental majors, as well as foundational courses, such as those in the Writing Program. First-year seminars and Calderwood Seminars in Public Writing offer the potential to bookend the curriculum of a major, with introductory courses that engage students in a field of study and a capstone experience through which they articulate the significance of their chosen major through writing for a public audience.

The rate of growth of new interdepartmental programs that marked the College's history in the early 2000s has slowed, with just a few new additions. Since our last accreditation review, the College has approved one new major, in chemical physics, and five new minors housed within established programs and departments: Asian American studies and Latina/o studies (within the Department of American Studies); comparative race and ethnicity (sociology); health and society

(women's and gender studies); and statistics (mathematics). While we haven't added many new interdepartmental programs, the College has made considerable investments in interdisciplinary fields. Several programs, such as neuroscience, environmental studies, and American studies, have all grown considerably in staffing and curriculum over the past 10 years.

We have revised the requirements and names of several major programs to bring curricula in line with disciplinary developments. For example, the elimination of majors in Greek, Latin, and classical and Near Eastern archaeology followed from an earlier restructuring of the individual departments of Greek and Latin. As the consolidated Department of Classical Studies was determined to be more reflective of an active, coherent discipline, the specialized majors gave way to two tracks for the department's majors in classics and classical civilization. These programs allow students to emphasize either Greek or Latin while integrating the learning of ancient languages with courses in each of three areas: literature, material culture, and history and society. Curricular changes of this type are always presented in the course catalog and emphasized in advising, to clearly indicate their applicability to specific cohorts of students.

The addition of a four-course sequence in Portuguese, initiated in 2013 as a joint Mellon-funded program with MIT, brings the number of foreign languages we offer to 15. While this extraordinary range of language offerings is integral to the global nature of our educational aims, it must be noted that the College depends predominantly on non-tenure-track faculty for the five languages added since 2001: Arabic, Korean, Hindi/Urdu, Swahili, and Portuguese (a trend noted in the 2010 report of the Task Force on Foreign Languages). While the newer language programs cannot offer courses at the advanced level, they do form an essential component for many students who major in affiliated departments and programs and serve as the foundation for study-abroad experiences.

Our faculty members play a central role in driving curricular change, both in the sense of creating new curricular elements and in the renewal of existing courses in the curriculum. While we get new courses from new faculty, obviously, we also see significant investment from continuing faculty, including some of the most senior professors, in introducing new courses and new curricular elements. The Calderwood seminars and the Blended Learning Initiative resulted from opportunities for faculty members to focus on introducing new pedagogies and subjects to the curriculum with the support to develop their own skills and academic approaches. Similarly, a Mellon Foundation grant supports faculty in the design and assessment of curricular innovation (see Standards 6 and 8 for further discussion of new pedagogies and teaching effectiveness).

Curricular developments also stem from the College community's ongoing reflection upon the composition and effectiveness of the academic program, through regular external reviews, ad hoc self-studies, and student initiatives. The important perspective of current and former students regarding new and expanded courses of study sometimes comes through formal channels of College Government, the Wellesley College Alumnae Association, and department feedback. In April 2014, WAAM-SLAM II, an alliance of students concerned about the status of underrepresented groups, directly set forth a blunt call for expanded opportunities in ethnic studies, alongside other programmatic requests.[3]

---

[3] WAAM-SLAM II is an acronym for the Wellesley Academic Action Movement Siblings Leading Action for Multiculturalism.

Wellesley conducts external reviews of departments and programs on a 10-year cycle, and these reviews often spark curricular change. For example, the 2015 review of the physics program noted that the major was structured specifically to prepare students for graduate work, when a full half of recent graduates were pursuing other careers. The department has since created an "interdisciplinary option" for students to combine the core physics curriculum with training in related fields, such as geoscience or mathematics. Through individual mentoring, the department ensures the academic coherence of each student's individual plan, which also emphasizes the opportunity for cross-registration at Olin College of Engineering and at MIT. Similarly, the 2017 review of the environmental studies program resulted in a more structured approach to the multiple paths within the interdisciplinary field. The new major ensures a common foundation with two required core courses, as well as more coherent requirements in both environmental science and environmental humanities. It should also be noted that many recent reviews (including biological science, computer science, East Asian languages and cultures (EALC), environmental studies, Latin American studies, and physics) emphasized the need for reconsidered learning goals and contributed to the development of assessment activities within numerous programs.

A sequence of organized reflections on major components of the academic program informs the direction taken over the past 10 years. Wellesley organized a series of self-studies on major areas of the curriculum: the Task Force on the Arts (2006–2008), the Task Force on the Sciences (2008–2009), and the Task Force on Foreign Languages, Literatures, and Cultures and their Relationship to Area/Cultural Studies (2009–2010). Each of these studies named specific actions that were put into effect, ranging from curricular innovation (offering introductory courses in engineering) to administrative developments (better coordination of small language programs, including the unification of programs as EALC) and infrastructure projects (the studio art program shaping the renovation of Pendleton West).

An academic planning committee built on the task force studies to develop a more comprehensive strategy for innovation in the academic program ("An Academic Plan for Wellesley 2011–15"). This plan called for various initiatives that have been successfully carried out, including support for team-teaching and an expanded First-Year Seminar program; focused attention to the evaluation of teaching and learning; better integration of academic centers (such as the Newhouse Center for the Humanities and the Knapp Social Science Center) with departments and programs; and increased opportunity for all students to participate in research and academic experiences beyond the classroom. Many of the specific steps outlined in this 2011 plan have been accomplished, while ongoing and new efforts continue to address the larger goals (see appraisal below).

Inclusive Excellence in the Curriculum
The College has become increasingly focused in recent years on the need to ensure the accomplishments of all by providing full support appropriate to our diverse student populations. Thus far, the most significant efforts have focused on diversity and inclusion in the sciences. Given the heightened challenges, historically, for women working in technical fields, we are proud to support the students who commit to careers in the sciences. Additional support is needed, however, for underrepresented minority students, first-generation students, and students from lower socioeconomic status, who might opt out of a STEM major because of academic

difficulties and cultural barriers. Wellesley's partnership with the Posse Foundation aims to increase racial and ethnic diversity in STEM by providing support to a select group of entering students. The College's broader commitment to recruit and support McNair scholars prepared to enter graduate studies in the sciences is an important step toward further diversifying these fields. Furthermore, a recent grant from the Howard Hughes Medical Institute aims to support faculty in advising and teaching these students and creating a culture of inclusive excellence

The administration convened two committees that currently focus on issues of diversity, with approaches that examine the academic program as integrated with larger aspects of race and ethnicity. The Commission on Ethnicity, Race, and Equity (CERE) is a multiconstituency group tasked with identifying College policies and practices in need of change, in light of racial inequities. The commission's reports are helping the College community confront long-standing issues, as they have highlighted concerns of union staff, advocated for enhanced multicultural spaces for students, and recommended targeted hires for faculty of color at the associate and senior rank.

This attention helped initiate a related effort with a more specific focus on teaching and learning, the Inclusive Excellence Working Group. Formed in spring 2017, this team of faculty, students, and administrators has been evaluating the differential academic experiences of African American, Latinx, Asian American, white, and international students, in terms of the course enrollment, major selection, and grades. In spring 2018, the working group brought this matter into open dialogue through two town hall events, one for students to share their personal experiences and another for multiconstituency groups to consider possible paths for meaningful change. The group organized the May 2018 Faculty Retreat on Inclusive Excellence—the first such gathering of faculty in nearly 10 years. Over 200 staff and faculty members participated in the daylong event. A series of workshops allowed groups of 20 to 30 participants to engage in discussion on such topics as recognizing difference, grading practices, challenging classroom conversations, and inclusive departments. The retreat's organization and execution encouraged faculty to share their struggles and strategies across departments and disciplines, exemplifying the College's approach to pedagogical innovation. As the College advances initiatives to provide additional resources for students from underrepresented groups in STEM fields, our practices aim to inform progress in other areas and improve students' overall experience.

Integrity in the Award of Academic Credit
The Office of the Registrar maintains policies on transfer credits and their articulation in relation to our requirements. The office receives requests for transfer courses and refers them to relevant department or program chairs to evaluate and approve credit for majors, minors, distribution, etc., as well as number of credits. We have clear guidelines for the types of courses we do or do not accept for transfer, and requests for transfer credit are considered for each individual. We maintain agreements for our visiting students as part of our Twelve College exchange program and with Spelman and Mills colleges. The College has clear policies for students who are not continuously enrolled, including extensive policy on leaves of absence. Graduation requirements are also clearly stated, and students can check their progress toward general degree requirements through an online portal.

Wellesley offers courses in the concentrated time period of two summer terms (four weeks each) and Wintersession (three weeks). These courses are taught at the same level as those during the

academic year, meet for an equivalent number of hours, and are held to the same expectations. As part of the Strategic Growth Initiative (described in Standard 2), summer programs are being developed as a source of tuition revenue. The plan combines our traditional summer courses for Wellesley students and those planning to transfer the credit to another institution with opportunities designed for high school students. The academic standards for the summer courses are maintained by our regular processes of course approval and assessment.

Academic Program: Appraisal

Similar to other aspects of Wellesley's operations, the College's program of teaching and learning is governed by twin desires to maintain traditional strengths and to enable innovative practices. Success can rightly be claimed on both fronts: Established departments are invigorated by new courses and updated curricula, while interdepartmental programs have been bolstered by additional faculty lines and greater recognition within governance and decision-making. Despite significant changes in the content of the curriculum, the overall structure of the academic program has been constant for decades. Several major initiatives are currently under discussion, including changes to the distribution requirements, the grading policy, and practices that have constrained faculty and students working across departmental lines. Real change on any of these fronts, however, will require more common understanding than is often shared among individual faculty and the strong cohorts within departments and programs.

Balancing Departments and Programs
The large number of departments and programs at Wellesley creates an academic program that is not only diverse, but in some ways unwieldy. As faculty has expanded over the past 10 years, the course offerings have increased in number and specificity. Many of these new courses are in small programs, which we are now working to bring into closer coordination with one another. The Office of the Provost has encouraged conscious review of overlapping capabilities and needs, which creates an opportunity to ensure that majors adhere to similar requirements and degrees of rigor.

The most significant factor for individual academic units, and for their increased integration, is the limited number of new positions that can currently be authorized. As noted in Standard 2, the College increased its faculty numbers for several years (notably between 2010 and 2015) to support teaching growing numbers of students in STEM fields and a number of new interdisciplinary programs, including American studies, cinema and media studies, and environmental studies. The recent reduction in faculty numbers has not led to the elimination of any academic programs. Nonetheless, the departure of a large number of senior faculty members (20 tenured and 14 long-term, non-tenure eligible) as a result of the Voluntary Retirement Program, together with serious limits on the number of new tenure-track positions, has left some programs feeling vulnerable. In light of concerns about the reduction of faculty, the provost and the dean of academic affairs set forth their intentions to maintain and diversify the faculty in a December 2017 letter on transitions in the staffing of academic departments and programs. Strategies to sustain our current curriculum address the short-term need by hiring a larger number of visiting or adjunct faculty and with targeted requests for faculty to teach overload courses in 2018–2019. The College also has received a Mellon Foundation grant for "Seeding Institutional Change" that provides bridge funding for three new tenure-track positions in

interdisciplinary or multidisciplinary fields and supports a broader development of courses that serve majors in more than one department. In addition, the Advisory Committee on Academic Staffing (ACAS) has led the revision of hiring and mentoring guidelines to encourage new positions structured between existing departments and programs.

While there is a general acceptance that the total number of students and of faculty will remain relatively stable, we are still coming to terms with the reconfiguration of faculty numbers. The departure of faculty over the past two years has not weakened any particular area of the curriculum, but it is only through the slow and selective replacement of faculty lines that we will be able to see which areas of the curriculum are sustained with tenure-track hires. The College has not, moreover, found a clear approach to managing the shifts in students' course enrollment and major selection (evident in the table on page 26) relative to the distribution of faculty. The possibility that ACAS could pursue longer-range planning is under discussion, as Academic Council will formally review the committee's function and future in spring 2019.

Wellesley's leadership, faculty, and staff are pursuing numerous initiatives to develop a more inclusive learning environment for all of our students. The PLTC has organized a series of workshops that are applicable to all areas of the curriculum, and the Inclusive Excellence Working Group is considering how to involve all faculty members in training and awareness. One way to systematically recognize the central importance of the effort is that the activities sheet for faculty review now features a category for "Contributions to racial and ethnic diversity and equity" under College service (see Standard 6 for further discussion).

The recent effort to revise learning goals has helped departments and programs reconsider the coordination of individual courses and the ways student success is evaluated, both for individuals and groups (see Standard 8 for further discussion). Coinciding with open dialogue around inclusive excellence and different levels of learning success, many departments are open to new approaches and to more explicit communication with students. At the same time, some faculty members have expressed concern that standardized assessment is not appropriate for all disciplines and that the process of assessment runs counter to the nature of liberal arts education. In light of this tension, and with respect for a diversity of informed opinions, the administration is working to advance an open discussion surrounding best practices to engage students in their learning outcomes and is developing plans for regular assessment. The Office of the Provost and OIR are working with the Educational Research and Development Committee on a proposal to expand the committee's responsibilities to include helping departments and programs develop and implement assessment activities (see further discussion in Standard 8).

There is also room to improve the assessment of programs that offer instructional support outside of course curricula. For example, Library and Technology Services quantifies the activities of its instructional programs in research skills and information literacy, but doesn't currently have a system to evaluate their effectiveness beyond a student's sense of satisfaction. We recognize the need to consciously promote these areas of instruction and hope to ensure that all students are developing these elements of critical inquiry.

Consistent with national trends, student enrollment in courses and major programs at Wellesley has shifted away from the humanities and toward STEM fields. A shared sense of mission has spurred new outreach and visibility efforts, but continued attention must be devoted to keeping

the humanities a strong element of the liberal arts, for the sake of all students. Reduced enrollment in foreign languages is particularly worrisome, alongside the gradual drop in the number of majors. The structure of the humanities faculty at Wellesley, including many housed in small departments and many committed to several interdepartmental programs, exacerbates a morale problem informed by a continuing discourse (well beyond Wellesley) of a "crisis in the humanities" and the idea that the value of higher education is to be found in marketable skills and career preparation. Currently the humanities are not benefiting from the significant increase in research opportunities for students to work directly with the sciences and social sciences faculty at Wellesley, through summer programs and during semesters. We need to develop parallel experiences for humanities students to validate their chosen majors, both for their essential value and as an excellent preparation for critical thinking and citizenship in a range of fields.

That said, a number of academic centers on campus are making meaningful contributions to the arts and humanities. The Davis Museum has increased the number of course sessions that engage with artworks through gallery visits and assignments in recent years. Alongside broader community outreach, the Davis also reaches students directly through its summer internship program, employment of student guides during the school year, and regular coordination of events with the Davis Museum Student Advisory Committee—all of which are open to students in diverse fields of study. The Newhouse Center for the Humanities has experimented with ways to advance students writing honors theses and has now established junior fellowships for student projects. This year the Newhouse Center has sponsored open class sessions, amplifying the reach of visiting scholars, and will also advance the visibility of the Mellon-Mays program that supports the advancement of underrepresented minority students into graduate education. The Knapp Media and Technology Center has a growing internship program, with student-led workshops drawing crowds to facilitate 3D printing, digital image production, and geographic information systems. Each of these centers has made progress toward engaging the broader faculty, and they require sustained concerted effort to maintain programs and build upon recent progress.

We are recognizing the significance of experiential learning opportunities in new ways, concurrent with Career Education playing a greater role in helping students connect their own course of study with diverse opportunities for employment and volunteering. We have now instituted a system to indicate nonacademic credit for internships and research experiences on the student's transcript. Students must register the internship and fulfill the requirements for hours and self-reflection in order to receive the credit.

General Education: Distribution Requirements and the Multicultural Requirement
The merits and effectiveness of our current requirements have come under discussion, first in a series of meetings organized by Academic Council's Agenda Committee in spring 2017, through which faculty members shared ideas about what it means to be an educated person. CCAP recently developed new catalog language to describe how the College's degree requirements structure an excellent education in the liberal arts tradition, and further goals for the intellectual development of our students. Conversations with the faculty about potential changes to the distribution requirements will take place throughout the 2018–2019 academic year. The Board of Trustees also committed time in 2017–2018 to reflecting on the values of a Wellesley education.

Meanwhile, student and faculty dissatisfaction with the multicultural requirement has grown in the years since the WAAM-SLAM II movement. Wellesley's student government brought more formal attention to this concern during the 2017–2018 academic year. The student multicultural affairs coordinator organized a program of research, survey, and discussion to collect student sentiments surrounding multiculturalism and cultural competency on campus, and consider how to meaningfully construct a new approach, including a curricular requirement. Many students shared their concern that the current requirement is too broad, in light of the need to consider intersections of race and ethnicity with gender, nation, and socio-economic class; others emphasized the need to approach these topics within local communities (perhaps through an experiential component) and also from a global perspective. This effort provided valuable information, but also demonstrated the challenge in building consensus around the requirement's primary purpose. In spring 2018, CCAP resolved that any change to the multicultural requirement would be more effective within a framework of possible changes to the distribution requirements more broadly.

In April 2018, CCAP brought to Academic Council the status of its deliberations, including the group's sense that the College didn't present the distribution requirements to students with appropriate language to convey how these particular requirements reflect a shared definition of an educated person or coherent beliefs about the goals of a liberal arts education. To provide a common foundation for broader discussions about the potential revision of the current distribution categories, council members received background documents in April 2018. These included a collection of learning goals, assembled from the recent revisions by departments and programs, and a summary of CCAP's discussions of the potential definition of an educated person. In November 2018, CCAP presented to Academic Council a proposal for changes to our degree requirements in order to initiate a dialogue with the larger faculty body. The proposed framework for distribution requirements includes explicit learning goals; offers new categories based on knowledge and skills; and asks whether we should have only certain introductory courses in the curriculum fulfill distribution requirements, among other policy questions.

Wellesley has a large number of general education requirements compared with many of our peer institutions and at a time when many students pursue double majors. Given the changing nature of precollegiate education and the trends in courses students are currently choosing, there may be a rationale for reducing requirements or shifting their emphases. For example, the quantitative reasoning requirement was established to teach critical analysis of numbers and logical thinking, but perhaps we also need to pay more specific attention to information literacy and the encouragement of lifelong learning.

Requiring academic work across many disciplines develops students' intellectual flexibility and their appreciation of the benefits of diverse disciplinary and individual perspectives. As we discuss possible changes to the distribution requirements, we will assess the framework for identifying meaningful categories of the content, skills, and values taught in different areas of the curriculum.

New Technologies
Wellesley has invested extensively in digital technologies, making significant improvements to our capabilities in both course content and support. We also expanded the College's reach with the launch of WellesleyX in 2012, making Wellesley the first liberal arts college to join the edX

learning collaborative, and also the first women's college to offer massive open online courses (MOOCs). We have maintained the program as part of our experimentation with technology to enhance classroom teaching, and we have used the edX software on campus as part of our blended learning (a strategy sometimes called "small private online courses") as well as advanced our free public online courses. Most notable is the development of an Advanced Placement Italian Language and Culture course, which includes online live instruction sessions alongside recorded components. It is coordinated with high school programs and is being adopted by universities in other countries, such as Canada and Italy.

In summer 2018, Wellesley offered its first online course, ENG 111D: Imagining Elizabeth I in Literature. This pilot course was only open to Wellesley degree-seeking students. Therefore, the registration process was the same as for any other course, and issues of academic integrity for distance learning were covered by our existing Honor Code. To provide a level of interaction consistent with that of our on-campus courses, Library and Technology Services customized a course platform through Canvas, distinct from our other course management systems. While we explore possibilities for additional online summer courses, the scale of the class and the style of pedagogy will adhere to the model established by this course, in keeping with the nature of our liberal arts education.

Grading Policies
The shadow grading policy was not universally endorsed in its first three years. A diligent process of review documented mixed opinions from faculty, including observations that it put some students at a disadvantage. A chief concern about the first three years was the observation that students who didn't put forth their best effort suffered in future semesters—for example, in the sequence of foreign language courses. A broader concern was that students were motivated to get "hard courses" out of the way, rather than experiment more broadly.

In the formal consideration of the shadow grading policy required in spring 2017, there was ample discussion of its possible benefits and harms. Assembled data were not conclusive, but suggested the policy did benefit the long-term performance of specific groups, such as Latinx students, and students overwhelmingly favored maintaining shadow grading. Academic Council narrowly approved a three-year extension, with a provision that required CCAP to offer new strategies for better communication and advising. Indeed, the student orientation program now emphasizes the intended benefits of shadow grading, and faculty receive explicit recommendations for teaching in a shadow grading environment.

There is significant student dissatisfaction with the College's grading policy, which mandates a 3.33 maximum average in courses at the 100 and 200 level. Many students believe they are penalized by instructors grading on a curve, or limiting the number of A grades in each class. Despite reasoned explanations, such as an FAQ document from CCAP, student complaints about a "grade deflation policy" have only grown louder, and students speak openly about their strategies to protect and improve their GPAs. Students are more conscious of taking courses Credit/No Credit, and an increasing number of students have enrolled in specific MIT courses that they expect will boost their grade averages.

The administration has recognized that the dialogue surrounding the importance of grades and the evaluation of student performance has shifted significantly since the establishment of the

grading policy in 2003. In fall 2018, CCAP began a faculty conversation about the future of the policy. Such a move could be seen as consistent with the original intentions behind the shadow grading policy—to emphasize student engagement over grades—and also consistent with inclusive excellence initiatives that promote new evaluations of success.

Additionally, one factor contributing to growing cross-enrollment in recent years is that MIT courses appear on the Wellesley transcript with grades and our students have identified high-grading courses at MIT. But numerous other elements of the exchange relationship merit a formal review, alongside the opportunities for Wellesley students at Babson and Olin colleges. The exchange relationship with MIT is especially valuable for students pursuing certain technical fields, including architecture, computer science, and engineering. Students can also take courses at MIT in fields such as accounting and management, which would not necessarily be accepted as transfer from other campuses due to Wellesley's fairly rigid definition of a liberal arts education. Similar curricular opportunities at Babson and Olin have not been pursued to the same degree.

Projections

- Conscious consideration of how to continue renewing our curriculum in light of the smaller numbers of new hires into tenure-track lines.
- Reconsideration of Wellesley's grading policy, its effectiveness, and its perceived effects, in light of campus discussions; evaluation of shadow grading policy.
- Continued robust review of the distribution requirements, with CCAP's review of potential changes presented for broader consideration by Academic Council.
- Revision of the multicultural requirement by CCAP, as part of larger action on distribution requirements and also in conjunction with new co-curricular programming.
- CCAP review of exchange partnerships with MIT, Babson, and Olin.
- Continued efforts for faculty development around inclusive excellence and pedagogy.

STANDARD 5: STUDENTS

Wellesley seeks to attract and enroll the most academically able and diverse group of young women from across the country and around the world, all of whom demonstrate the capacity to fully engage in the rich life of Wellesley's residential learning community and show great potential to make a difference in the world. Wellesley recruits and retains a diverse student body on multiple dimensions including race, ethnicity, citizenship, age, sexual orientation, disability, first-generation status, and socioeconomic background. Approximately 55 percent of domestic students are students of color, 14 percent are international students, and 15 percent are first-generation college students. Furthermore, Wellesley seeks to maintain the College as an affordable option for all admitted students, regardless of financial circumstances. It remains need-blind in admitting U.S. citizens and U.S. permanent residents and is committed to meeting the full calculated need of all admitted applicants. Almost 60 percent of students receive need-based financial aid.

Admission and Financial Aid

Admission: Description

The Office of Admission has successfully implemented major recommendations from a 2008 admission market study, developing an enhanced web presence and using clearer language regarding affordability, academic excellence, diversity, and outcomes. The resulting recruitment achievement was a 14 percent increase in first-year applications from 2009 to 2013 with progressive improvements in academic excellence (rank in class, average SAT/ACT) and student diversity (increased representation of first-generation and Latinx/Hispanic students, most notably). Our 2018 application cycle represented a historic high in the number of applicants and resulted in a decline in admit rate to 19 percent.

Further, the admission office has attended to a recommendation from the 2008 study to enhance programming for critical intermediaries, especially school counselors. It has expanded its regular communication plan for school counselors, enhanced its school counselor-specific webpages, and created well-received professional development events and tools to assist counselors in their general work with students. The Writing College Recommendations video and the College Planner publication are mentioned as particularly useful resources.

In 2015, the admission office, under the leadership of a new dean of admission and financial aid and a new director of admission, determined the need to further enhance direct student outreach in order to maintain strength and depth in Wellesley's applicant pool, especially in comparison with its peer institutions. As a result, the office invested considerable resources into direct student outreach, including the following: implementation of a standard-bearer admission information system, which includes a robust customer relations management (CRM) system; the addition of two new application plans for first-year applicants, Posse and Early Decision II; and more robust direct recruitment of and communication with prospective international applicants.

The Office of Admission continues to assess admission policies to meet competitive challenges and standards of best practice. In the past three years, it has identified and addressed two major issues that presented challenges to meeting the institution's enrollment goals:

1. The need to change standardized testing requirements, in particular recommending the College drop requirements for SAT subject tests and the writing portion of the ACT, as a result of changing norms for testing requirements and to ensure that Wellesley's testing requirements do not present a barrier to applicants.
2. The need to reevaluate articles of legislation that prescribe Wellesley's unique student selection process conducted by the Board of Admission, with particular focus on creating more consistency in the evaluation of applications and incorporating best practices for application review.

Admission: Appraisal

In the past three years, the Office of Admission has enhanced student outreach to prospective students in important ways. It has:

- developed more customized communications plans for subgroups of prospective students using the CRM to increase interest among students of low socioeconomic status and international students. In the last two years, the admission office has identified low-income students earlier in the college application process and customized messaging to them (using MyinTuition as an important tool). Additionally, the office has been more strategic in cultivating relationships with prospective international applicants by purchasing contact information of international citizens from the College Board, more conscientiously registering participants in overseas prospective student events, and developing targeted and robust communication plans using the CRM.
- developed a formal marketing strategy, which has better aligned our social media activity with our general communication plans for students and important intermediaries, such as school counselors and alumnae volunteers, to enhance social media outreach.
- increased the use of tools and application options, including adopting Early Decision II and Posse as application plans, simplifying the application process for QuestBridge applicants, and adopting the Coalition for College Access application.
- targeted domestic regions for improving student and counselor familiarity with Wellesley. In Houston, the admission office has participated in regional student counselor conferences, joined the local Posse program, and enhanced recruitment travel activity. As a result, Texas is the third most represented state in the class of 2022, compared with fifth or sixth in previous classes.
- increased participation in group domestic and international recruitment activities with elite, more widely recognized colleges and universities, thereby influencing prospective students' view of Wellesley as an elite school and normalizing the idea of talented female students considering a women's college.

These efforts have had the following positive effects on student interest in Wellesley as a college option:

- Overall first-year applications increased 39 percent over the prior historic application high in 2013 and strengthened selectivity from 29 percent in 2013 to 19 percent in 2018.
- The first-year applicant pool from the West and the South—regions of the country most likely to experience future demographic growth in high school graduates—has grown.
- The pool of first-generation college, first-year applicants (which correlates with low- and middle-income students) has expanded, and the proportion of enrolling students who will be the first generation from their families to attend college rose to 17 percent with the fall 2018 entering class, compared with 13 percent for the class admitted four years prior.
- The number of early decision applicants has close to doubled.

In addition, in 2013 Wellesley launched MyinTuition, a six-question tool originally developed by a Wellesley faculty member and managed by a separate nonprofit entity to help potential applicants better understand the true cost of a Wellesley education. Since then, 45 other colleges have adopted it, with more expressing interest every year. Since releasing the first version of MyinTuition, Wellesley has provided approximately 70,000 estimates via the tool, eight times the usage of our net price calculator in the same period. Furthermore, the MyinTuition completion rate is 80 percent, compared with 30 percent for the net price calculator. These changes mean that more families are better able to determine the cost of Wellesley, increasing clarity about affordability. Wellesley's leadership in this area also means that families generally have access to better information about affordability and cost at peer institutions.

First-Year Applications to Wellesley by Fall Entry
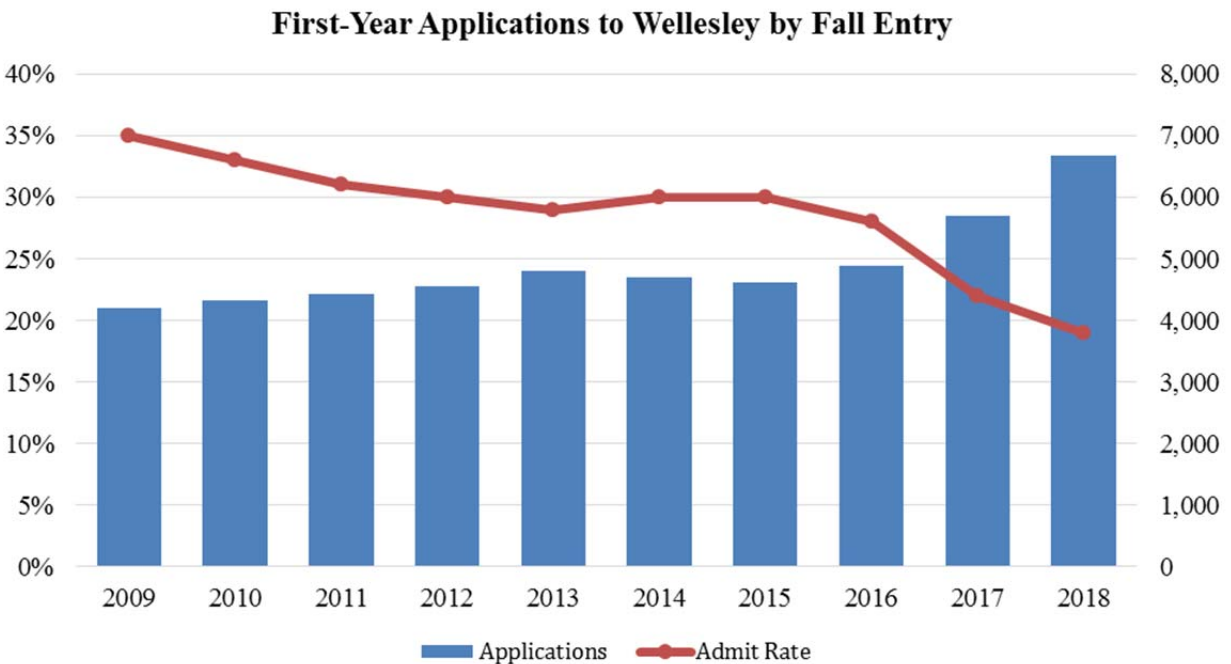
Increasing application volume and selectivity have put pressure on the College to think more strategically about how to meet its enrollment priorities. In response, the Office of Admission, with the chairs of our governing committees of Academic Council, proposed and passed motions to amend the student selection process prescribed by legislation. Wellesley is unique among its peer institutions in involving faculty and students directly in the review of applications through a

committee of Academic Council called the Board of Admission. The changes in legislation were designed to maintain the admission office's ability to incorporate important faculty and student perspectives in the process of selecting students, while allowing the professional staff in the admission office to introduce new practices and procedures that support the College's core objectives of providing holistic evaluation, crafting academically strong and diverse classes, and realizing institutional enrollment goals. The results should be enhanced admission practices that lead to more consistent review of applicants; increased flexibility in adapting to admission industry best practices and responding to changes in laws and regulations related to admission practices; and reduced time burden on faculty and student participants on the Board of Admission.

By adopting a more sophisticated admission information system, Slate, and implementing the Workday Student Module in 2019, the admission office may in the future be able to incorporate outcome and retention information into the real-time evaluation of applicants and the student selection process. In the 2017–2018 admission cycle, the admission office piloted a new tool offered by the College Board, the Environmental Context Dashboard, which has the potential to provide Board of Admission readers with information about school and neighborhood environments to better contextualize applicants' standardized test performance and other academic indicators. The tool is also notable in that it shows promise as being race-neutral, in support of achieving racial diversity in the enrolled student population. Further development and assessment of this tool may enable Wellesley to address possible changes in federal affirmative action law and consider race as one among many factors in applicant evaluation and student selection.

Financial Aid and Enrollment Planning: Description

Much of the increase in applications to the College can be attributed to Wellesley's success in outreach to students from low- and middle-income families, delivering a more compelling message about affordability to families with profiles that have been historically underrepresented at the College. Wellesley's increased recruitment of students through programs like QuestBridge, new investments in programs like the Coalition for College Access and Posse, and implementation of tools like its innovative cost estimator tool, MyinTuition, have reshaped and expanded the applicant pool.

The College carefully monitors the influence of the financial aid policy on net tuition revenue through a financial aid regulator that is tested and shared with the Board of Trustees once a year. If the "warning light" for the regulator is triggered, the College is prepared to closely evaluate the causes for the trigger and identify possible responses, which might include changes to admission policy or financial aid packaging. Even if the warning light is not triggered, the College will likely see the need to explore the following questions that relate closely to institutional goals of diversity and inclusive excellence:

- What does it mean to have a socioeconomically diverse student population?
- What is the ideal socioeconomic composition of the student body?

- What does it mean to adequately fund students from families with diverse financial profiles and resources?

In 2014, the College outlined three goals related to enrollment planning: improve the enrollment planning committee's ability to predict tuition revenue, with a particular goal to balance enrollment between spring and fall; operationalize a model for predicting financial aid grant expenses and net tuition revenue in the short and long term; and pursue a more integrated approach to enrollment management, moving beyond setting targets based on budgetary needs. Despite staff changes and, at times, vacancies in key roles, the enrollment planning committee continues to make progress in these areas to develop a more integrated approach to enrollment management.

Financial Aid and Enrollment Planning: Appraisal

The demand on Student Financial Services has increased significantly along with the increase in the number of prospective students applying for financial aid and higher service needs and expectations from admitted and current student families. The department has struggled to meet the increased scope and volume of service needs, which has limited its ability to devote employee time and attention to areas like educating students about aid awards, improving student financial literacy, and student employment.

Although Wellesley has been challenged to meet the enrollment planning goals outlined in 2014, the College has made some important progress in enrollment planning. In 2016–2017, the enrollment planning committee assessed and then altered study abroad policies to achieve more balanced enrollment between fall and spring semesters. The committee did this by allowing students to study in the United Kingdom either in the fall semester or for the entire year and no longer allowing study in spring semester only, except in limited circumstances. In 2017–2018, the committee rebuilt and updated its enrollment projection model so that it is fully understood (and less prone to error through user manipulation) by its key users and the decision-makers who must use it for planning purposes.

Admission and Financial Aid Projections

- Enhance admission application review and prospective student communication tools to ensure institutional learning values and goals align with admission practices.
- Develop a more effective staffing and technology model for Student Financial Services so that the department is better able to support student development related to student financial literacy and student employment and offer greater clarity and better counseling to prospective and current students regarding Wellesley's financial aid packaging.
- With new leadership in key enrollment planning leadership roles, operationalize a model for predicting financial aid grant expenses and net tuition revenue in the short and long term.

Student Services and Co-Curricular Experiences: Description

Wellesley College is a predominately residential campus of 2,400 students living in 12 large residence halls and nine smaller houses on campus. Student life at Wellesley is characterized by an engaged student body exemplified by strong relationships with faculty, significant peer leadership in residences and athletics, involvement of students in institutional governance, and civic engagement on and off campus. The Office of the Dean of Students has oversight of student service offices and operations designed to enhance students' co-curricular experiences.

The Division of Student Life consists of approximately 70 full- and part-time staff members who work with faculty, staff, and students to create a community that promotes student development and academic success. Departments include the Class Deans and Academic Advising, Pforzheimer Learning and Teaching Center, Disability Services, Slater International Center, Intercultural Education, Religious and Spiritual Life, Residential Life and Housing, Student Involvement, Health Service, and the Stone Counseling Center. While not part of the Division of Student Life, several units also serve student support functions and collaborate with the division on a regular basis, including Physical Education, Recreation and Athletics (PERA), Title IX and Non-Discrimination Initiatives, Career Education, Dining Services, and Campus Police.

The organization of the Division of Student Life has evolved over the last 10 years toward a focus on the changing needs of our diverse population. The division experienced a number of leadership changes, including the dean of students position (two temporary deans served prior to the current dean), and transitions in the leadership of Residential Life, Religious and Spiritual Life, and Intercultural Education. These changes occurred over several years at a time when the institution experienced growth in the diversity and complexity of intersectional identities and an increase in mental health challenges, along with compliance requirements such as Title IX. At the same time, the division endured a decrease in resources due to the financial crisis of 2008, in which staff positions were eliminated or modified to control costs. The changing leadership and limited resources affected the cohesiveness of the program and its connection to a strategic vision of student development and academic support for its diverse population. Organizational changes also included the move of the Center for Work and Service out of the division, now reestablished as Career Education with an enhanced role in connecting students with alumnae and life beyond Wellesley.

The current vice president and dean of students joined the College in July 2017 and has initiated a vision of student development that embraces, engages, and empowers our students' full academic and personal experience at Wellesley. The division has been examining its philosophy, goals, policies, practices, and structure, and is in the process of developing a new model for student life at Wellesley.

A major change in the past year has been to build a divisional leadership structure that will work across the College to break down silos and build partnerships and collaborations. Positions have been restructured and refocused toward this end. For example, the position of director of academic advising has been elevated to associate dean of students for academic integration and advising, with a focus on working toward integrating the division and faculty partners. As the leader of the class deans, this administrator will examine our current model of advising to

enhance student success and will partner with faculty to enhance the intellectual life of students outside the classroom. The associate dean of students for inclusion and engagement will cohesively lead the work of intercultural understanding and education, bringing together the various cultural group advisors and the Slater International Center, along with creating opportunities for students to engage across difference and work toward genuine cross-cultural relationships. The director of student involvement and leadership coordinates leadership initiatives in the division, and a director of residential life and housing leads our new focus on the residential experience. All of these roles are now structured in ways that move the division toward a more current functional model and allow for future innovations.

Inclusive Excellence
While Wellesley benefits from a culturally diverse student body that includes both U.S. and international students, the model for intercultural education consists of cultural programming, student support, and identity development. Four full-time and one half-time staff members (internal student advisor included) advise several organizations and provide identity development and programming to share diverse cultures. Over the past 10 years, the LGBTQ advisor, who is housed with the intercultural education office to address the intersectionalities of diverse identities, has increased to half time (17.5 hours) from 10 hours per week.

In fall 2018, Wellesley had 325 international students, representing 13.6 percent of its student population. The top five countries represented are China, India, Canada, Korea, and Japan. Wellesley's overall international student population grew from 239 in 2010 to 325 in 2018, a 36 percent increase. Staffing in the Slater International Center has significantly increased in the past three years. The MasterCard Scholar Program coordinator was added in 2015 to manage the externally funded program that supports scholars from Africa. In addition, a full-time SEVIS coordinator was added in 2017 to support a growing international student population and the changing immigration reporting requirements of the Department of Homeland Security.[4]

Over the past five years, Wellesley has begun to address the various academic needs of students from different backgrounds. In particular, the College has sought to improve the experiences of first-generation students, paying particular attention to where this intersects with students of color and socioeconomic challenges, by developing Wellesley Plus, the First Generation Network, the new Posse program, and the Wellesley Emerging Scholars Initiative. Wellesley First, an umbrella for these groups, is coordinated by a class dean with a half-time appointment to the program. The class dean's office also addresses the unique needs of our Davis Degree Program scholars, students who have taken a nontraditional path to four-year college, including veterans and those who began their education in the community college setting. Wellesley currently enrolls approximately 40 Davis scholars, who bring diverse, nontraditional perspectives to the student community.

An important part of a residential student experience includes meeting students' spiritual needs to support resilience and wellness. Data from the spring of 2017 showed an increase in demand for multifaith/intercultural gatherings as opposed to tradition-specific programming. More than 27 percent of students who identify a religious preference identify as non-Christian, a shift from Christian hegemony to a more diverse religious demography. The Office of Religious and

---

[4] SEVIS is the Student and Exchange Visitor Information System.

Spiritual Life provides support for six world faith traditions (Buddhist, Christian, Hindu, Jewish, Muslim, and Unitarian Universalist) and others including atheist, agnostic, humanist, Baha'i, Latter Day Saints, Pagan, and Zoroastrian. There are 16 student religious organizations, and the office provides leadership training on a monthly basis through its Multifaith Council. The department is staffed by the dean of religious and spiritual life and seven part-time chaplains offering pastoral care for life transitions for students of all backgrounds. Programming is designed to meet the changing needs of students, including the increase in the number of students without a religious identity. Greater collaboration with our intercultural education team is needed to enhance the overall student experience.

Student Health and Wellness
The Stone Center Counseling Service fosters students' psychological resilience and capacity to change. The center works collaboratively and relationally, being mindful of students' diverse needs and backgrounds. Services include brief individual and group counseling and psychotherapy; education, training, and outreach; consultation and advocacy; crisis management, emergency services, and intervention; and psychological referral and case management. The Stone Center has experienced significant increases in student usage over the last 10 years, from an average of 585 individual students served in 2008–2009 to 844 in 2017–2018, a 26 percent increase, and psychiatric hospitalizations have averaged 19 per year, ranging from eight to 29. We have experienced a trend similar to other institutions in psychiatric hospitalizations, which have been on a five-year steady incline.

Wellesley College Health Service is located in the Simpson Building adjacent to the Stone Center Counseling Service. Health Service provides students with a clinical care system similar to that of a primary care office, but with a focus on health education. Health Service's goal is for students to be empowered and knowledgeable in making healthy life choices, preventing disease and injury, managing chronic illness or disability, and developing effective self-advocacy and lifelong wellness skills. With the closure of the infirmary in 2008, the emphasis of clinical services was redirected away from a "sick model" to a more appropriately focused "wellness model," allowing for a redeployment of resources into health promotion and education. Outpatient clinical services include evaluation and treatment of acute and chronic health issues; travel medicine; sports physicals; allergy immunotherapy; immunizations; and wellness visits addressing stress resiliency, sleep hygiene promotion, alcohol and drug risk reduction, and sexual health education. Annual student visits range from 5,275 to 7,566 during an academic year.

PERA also supports student wellness by helping students meet their required physical education credits and recreation needs. Students can take group fitness classes; participate in aquatics, such as open recreational swim and boathouse activities; and work out in the fitness center. Wellesley students are certified to staff and lead many of these activities. PERA is one of the largest student employers on campus, employing 125 skilled student workers. Total student participation in recreation activities has increased by 89 percent over the past five years. Last year, there were nearly 41,000 visits to the fitness center, which opened in 2015, as part of a renovation of Keohane Sports Center over the last five years, and is used by the campus community.

In addition to required and recreational activities, the College offers 13 varsity athletics teams and nine club sports that provide student opportunities to compete at the local, regional, and national levels. PERA partnered with Health Service, Stone Center Counseling Service, and Dining Services to increase access to mental health practitioners, a nutritionist, and supplemental snacks, and launched a four-year LeadBLUE leadership program for varsity athletes as well as increased athletic training hours for club sport athletes primarily supported through Friends of Athletics gifts and endowed funds. All athletes are students first and athletes second.

Student Leadership
Student life at Wellesley is characterized by a highly engaged student body, exemplified by the significant number of clubs and organizations, the role of students in institutional governance, and the number of student-planned events and programs. In addition to joining campus organizations, students can develop leadership skills by being resident assistants, house presidents, academic success coaches, peer tutors, peer health educators, first-year mentors, and athlete mentors. Many of these student leaders are selected through a single collaborative process in the spring semester and a weeklong training program prior to the beginning of the fall semester. Our peer health educators participate in a Bacchus Certified Peer Education training program. In addition, the new student orientation program is enhanced by those trained student leaders who also provide programming and support for students throughout the academic year, including College Government leadership.

In fall 2014, the Division of Student Life established a working group to study leadership at Wellesley, develop a new philosophical model for leadership, and recommend and pilot a new programmatic structure for student leadership development. Results of the research showed that the campus community aspired to a student leadership model that was less hierarchical and less position-centered. It further showed that Wellesley's strength in developing leadership in students was through significantly enhancing leadership efficacy, but that there was a lack of a cohesive and developmental process for building students' core leadership skills and competencies. The new model focuses on maintaining leadership efficacy development while emphasizing leadership skill and competency development in three specific spheres: self, others, and purpose.

During the 2017–2018 academic year, the leadership working group launched two programs based on the new model. An emerging-leader conference provided first-year students with an opportunity to learn core skills in all three developmental spheres, process their learning through individual and group reflection, and identify staff who could serve as mentors in their leadership journey. In spring 2018, the group launched a leadership awards ceremony focused on elevating and celebrating leadership qualities that transcend the positions held, such as team leadership, inclusive leadership, and creativity. In its inaugural year, over 120 nominations were submitted by faculty and staff for 73 students or groups of students. The ceremony was attended by approximately 175 students, faculty, and staff, and seven individual students and three groups of students received awards.

Campus and Residential Community
Over the past 10 years the Office of Residential Life has seen a significant change in its organizational structure with the transition of housing operations to the area of residential life,

the decrease of live-in professional staff from 13 resident directors to six area coordinators, and the creation of a full-time housing and operations position. Previously, the department was led in conjunction with Student Involvement by an assistant dean for campus life; however, it was clear that both areas needed the expertise and attention of a director to lead and enhance the programs. In spring 2018, we completed a successful search for a director of residential life and housing, who has begun to develop a philosophy and curriculum for residential life.

With the recent hiring of a director of student involvement and leadership, the division created a single point of coordination for our diverse leadership development opportunities and developed them into a more cohesive and intentional program. Campus organizations and the Office of Student Involvement provide opportunities for students to socialize on campus, including concerts, dances, and parties. Students also seek social life off campus, and the weekend bus service to Boston allows students to connect with friends at Harvard, MIT, Babson, Olin, and other local colleges.

Advising and Academic Support
New students (first-year, transfer, and exchange) participate in a six-day orientation program prior to the beginning of the fall semester that develops community among first-year students, creates connections with upper-class student leaders, and provides information to assist in the transition to college in general and to the Wellesley community. New international students also participate in a pre-orientation program that helps them adjust to a new culture and environment as well as provides immigration education and support. The orientation program offers specialized programming and support for transfer and exchange students.

Academic advising at Wellesley is provided by both a class dean's office and a faculty advising model. The class deans had 3,221 student appointments during the 2017–2018 academic year. Upon arrival, students are assigned a first-year faculty advisor who guides them through selecting courses as well as a class dean who supports them academically, connecting them to resources as needed to help them in all dimensions of their experience. Following the first year, students continue to receive support from one of the upper-class deans through graduation, and also identify a faculty advisor, typically in their chosen major. This model has been effective; however, there is a concern for students who experience an "advising gap" during the sophomore year prior to choosing a major.

The Pforzheimer Learning and Teaching Center (PLTC) provides students with a variety of programs and services designed to help them realize their academic potential. The PLTC director of programs and program coordinator focus predominantly on providing services to students, while the PLTC faculty director focuses on faculty. The PLTC is home to a broad range of academic support programs, providing the physical space, the programmatic cohesiveness, and the administrative direction needed to deliver comprehensive content tutoring; public speaking tutoring; peer-led academic coaching; supplemental instruction; group study for students; and other key academic support services. The PLTC is also one of the largest student employers on campus, employing 175 to 200 part-time tutors, peer academic coaches, and supplemental instruction leaders per semester. In 2016–2017 the PLTC served 1,435 unique students in over 12,000 service visits.

The Office of Disability Services coordinates the College's efforts to facilitate access for students, staff, faculty, alumnae, and guests with disabilities. Disability services served 392 students with temporary or permanent disabilities in the 2017–2018 academic year, providing accommodations for testing, note-taking, housing, and meal plans as well as assistive technology access and transportation services. In fall 2017, an external review of disability services was conducted. Recommendations from the review are currently being implemented, including the purchase and implementation of a data management system; hiring of an administrative assistant; a change in office focus to students and away from the centralized model; policy updates; and a new brand and departmental awareness campaign. All of these changes are designed to increase awareness of the office's resources and scope, streamline the accommodation process, and improve access overall.

Honor Code
Community at Wellesley is supported by a long-standing and deeply held Honor Code that consists of two sentences and can be quoted easily by most members of the College community. Wellesley's Honor Code governs both academic and social integrity for students. The Honor Code adjudication process is under the purview of the Honor Code Council, a committee of Academic Affairs made up of students, faculty, and the dean of students or her designees who hear cases as they come forward. The chief justice, elected by the student body, chairs the council and leads the hearings. Only one student, one faculty member, and the dean/dean designate hear each case. The student who sits on the panel has an equal say to that of the faculty member or dean/dean designate. The work of the Honor Code Council is supported by an Honor Code Administrative Coordinator, part of the role of the associate director of residential life and an Honor Code clerk, part of the role of the Residential Life office manager. The Honor Code Council hears about 20 to 50 cases per year; typically, two-thirds of those cases are academic. The Honor Code Council also has a Board of Appeals, headed by the provost.

Career Education
Wellesley Career Education prepares and inspires every Wellesley woman to craft a lifetime of opportunity and realize her full potential. Our unique model illuminates the strengths of a liberal arts education and encourages active participation of the full College ecosystem in order to support every Wellesley woman from the moment she arrives on campus through her alumnae years. Connections and communities form the heart of our model. Unlike other institutions, Wellesley fully integrates the following four areas, allowing for increased engagement, learning, and opportunity: Civic Engagement; Fellowships and Scholarships; Internships; and Career Education (comprehensive).

Our students proactively explore the intersection between self and society, engaging and testing their curiosities and forming meaningful connections within career communities that cover a broad array of industries and fields. Over the past five years, Wellesley massively overhauled the pre-existing structure to create the new model, hiring 19 new staff members and redesigning roles. Total Career Education staff hovers at just under 30 individuals.

The new Career Education model has layered several types of career support for our students. A highly trained, full-time staff member is assigned to every Wellesley student upon her arrival and stays with her all four years as her college career mentor. This staff member is the first person on

our student's "personal advisory board." Next, students work with career community advisors who are organized by industry clusters. These staff members come from industry or are former recruiters. They are both student-facing and employer-facing, which ensures they have the most up-to-date information to pass along when advising students on crafting internship or job search strategies and when advising employers on recruitment strategy.

Student Services and Co-Curricular Experiences: Appraisal

The College's co-curricular programs clearly meet the key elements of the standards. Though Wellesley has made advances over the last several years in career education and leadership development, we have fallen behind our peers in evolving new models of student life, including the use of technology, integrated staffing structures, curricular partnerships, and applications of developmental theoretical frameworks. With the arrival of a new vice president of student life and dean of students in July 2017, many changes to shift the model have already begun, as were highlighted above. The work of the self-study highlighted four key areas for further development for the College over the next several years: the residential program, student health and wellness, inclusive excellence, and career education.

The Residential Program
The residential nature of the College provides an opportunity to create a seamless living-learning experience for our students. As we look at our current model of residential education, we see a strong leadership structure through house presidents and house councils that are connected to College Government. In addition, live-in staff provides strong support for students living in residence and the structure for building community within each hall through the residential assistant (RA) program. Our recent decision to compensate the RAs has strengthened our commitment to enhancing the quality of the peer-to-peer support structure. Furthermore, Residential Life is spending significant time cultivating the leadership opportunities intrinsic to the RA role to ensure that peer-to-peer engagement is reciprocal.

Senior survey data shows a marked decline (-33 percent) in the past 10 years in student satisfaction with student housing facilities, reflecting the accumulating deferred maintenance in the College's residences. The lack of a technological process for housing selection adds to the dissatisfaction. In the past two years, the College has begun a comprehensive summer residential construction plan to address both building maintenance issues and interior updates. This work was begun in the East Side Complex and continues this year in the Hazard Quadrangle. East side residents, who have benefited from most of the early work, report higher levels of satisfaction with their residential facilities.

Data also shows a decrease in satisfaction (-5 percent) among students with their living community, although not nearly as much as with the facilities themselves. First-year students report higher levels of satisfaction with residential communities, as do students who live in a community where an RA is present, indicating that an investment in a residential program that addresses the needs of students of all classes as well as a strong RA program are important to maintaining and improving students' sense of community in their residence halls.

An analysis across residential buildings and neighborhoods shows significant differences in the ways students experience their residential communities. These differences create inconsistent living experiences for students and reflect the lack of a cohesive residential program. These inconsistencies are due in part to making incremental adaptations over the past 15 years to our previous house parent model.

Differences in residential satisfaction and experience also exist between class years, with students being far more satisfied during their first year than in future years. Earlier data suggests that our residential programming model does not consider students' developmental differences, offering a single set of programs geared toward all students rather than programming that addresses the differing needs of younger and older students.

A committee looking at the future of the residential program in 2014 also highlighted the need for connection between the residential communities and the curricular program. Although the committee made some suggestions for accomplishing the goal, the opportunities for creating these connections need to be further explored with particular sensitivity to students' desire for their residential space to also be social space.

During a College Government-sponsored town hall held in fall 2017, students responded to a perceived overall lack of social life on campus. Issues addressed included the lack of social events in residential buildings and a sense that students use common areas in residential buildings as study spaces rather than social spaces, to the point where socializing in common areas was often discouraged by students who preferred the use of the spaces to study. In addition, students also raised concerns about how social life is defined at Wellesley, including calls for an expanded definition of social life beyond parties, and the need for more on-campus social events. Students also highlighted tensions around trusting students to host their own social events, while still having administrative support to ensure student health and safety.

Support for community development also depends on policies and practices that promote communication between students and establish behavior expectations. Our current Honor Code is limited in its ability to articulate behavior that builds a sense of community. A student code of conduct may be needed to fully address such behaviors.

Student Health and Wellness
Most colleges across the country have experienced a significant increase in student use of services in both student health and counseling, particularly among female students. Similarly, Wellesley has seen increased use of these services by its students. Over the past five years, counseling has experienced a 39 percent increase in the number of appointments and a 41 percent increase in the number of individual students served. Health Service saw a 30 percent increase in appointments between 2014 and 2017.

A greater number of students are arriving at Wellesley with pre-diagnosed health issues, and the complexity of cases, particularly in mental health, continues to increase. Anxiety represents approximately 19 percent of all diagnoses and mood disorders another 14 percent. Anxiety and depression continue to grow, and increasing numbers of students report being too depressed to

function and experiencing overwhelming anxiety. In addition, Wellesley students are more likely to report these challenges than college women in general.[5]

More open dialogue about mental health on campus has encouraged us to reflect on stress levels among Wellesley students, and to differentiate mental health diagnoses from a broader stress culture, which students relate to the more aspirational aspect of our mission "to make a difference in the world."

Health Service provides patient care using a model similar to a primary care center, and Stone Center Counseling Service provides short-term care for students and referrals to outside therapists and programs for more complex and long-term mental health care. Health and counseling at Wellesley are co-located, but operate administratively separately. This model has served Wellesley well in the past; however, as students present with more mental health related challenges in addition to social-emotional issues and more complex health profiles with physical and mental health issues that are difficult to separate, it is time to examine alternative models. In 2017–2018, medical issues accounted for 5 percent of the total diagnoses in the counseling center.

Student satisfaction with both services is an area of concern, but is more significant for counseling services. In the past eight years, student satisfaction with Health Service experienced a dip with the classes of 2014 and 2015, but student satisfaction has returned to prior levels in the most recent two years (59 percent). Student satisfaction with counseling experienced a sharp decline in 2013 and again in 2015, accounting for a 27 percent reduction in student satisfaction since 2012. Satisfaction in 2017 was 43 percent compared with 70 percent in both 2011 and 2012.

During the 2017–2018 academic year, the College addressed the significant satisfaction challenges in counseling services by increasing staff, including hiring a clinical care coordinator to coordinate off-campus care for students, such as referrals and hospitalizations; adding services such as online urgent appointment scheduling and an online psychoeducation module; and completing renovations to the counseling space, creating a more welcoming waiting area and a new location for prescribers that allowed for increased connection and collaboration. Additional renovations in counseling are planned for the 2018–2019 academic year.

Inclusive Excellence
The goal of the co-curricular program is to support the development of all students in ways that produce similar levels of success. Over the last few years, Wellesley has made progress in supporting, particularly, students of color, students of low socioeconomic status, and first-generation college students by enhancing and connecting programs that provide not only for the academic needs of students enrolled in the program, but also for their social development and adjustment to college life.

However, in recent forums students have expressed concern that the resources allocated to first-generation students are not sufficient to meet their needs. In addition, the 2018 senior survey revealed that students from underrepresented minorities report lower levels of satisfaction with

---

[5] Based on data from the American Collegiate Health Association (ACHA).

the sense of community on campus than Asian and white students, and first-generation students report being less satisfied than non-first-generation students. Underrepresented minority students also reported being less able to find balance between academics and extracurricular activities than Asian and white students, as did first-generation students in relation to their non-first-generation counterparts.

The College's current cultural advising model provides strong identity development support for students of African and Asian descent and Latinx students. However, the model, which identifies advisors for individual cultural groups, has left some students of diverse backgrounds feeling as though they do not have a place because they do not identify with a currently supported group or have an intersectional identity. In addition, the model creates a culturally centered support system that may affect students' realization that they may need to seek resources outside of the cultural community.

While Wellesley has grown into a more diverse community, our understanding of race/ethnicity is becoming more complex for our students with intersectional identities. At the same time, we observe an emergence of increased cultural subgroup identity awareness among students. Results from the American Collegiate Health Association survey administered in spring 2018 indicate that nearly half of respondents identified as LGBTQ. Although we know participation in the survey does not reflect the entire student body, the results raise concerns about whether the current half-time position is the appropriate level of support for such a significant percentage of the population. In addition, there is little connection between our intercultural education and the Slater International Center, which provides programming and support services for international students and scholars. As we strive to address the intersectionalities of our diverse student body, this is another area where resource review is necessary to ensure the success of every student at Wellesley.

Career Education
Prior to the overhaul and redesign of the Career Education division, student engagement was weak and satisfaction hovered around 45 percent. After the first two years of implementation, in-person student engagement rose to 80 percent of the entire student body and satisfaction increased to 98 percent. When students know they will be supported and begin the process of clarifying what gives them meaning and where they might strive to be, they are more focused, do better in class, are more engaged overall, and feel mentally and emotionally more whole. Continued attention to increasing in-person engagement, particularly for first-years and sophomores, will lead to better efforts in inclusive excellence and service to all students at Wellesley.

Over the course of the past year, two new tools were rolled out to the community through a new interactive website. Handshake serves as the main engagement platform for students to search for internships and jobs, gain insight from peers at other Handshake schools, and make appointments with Career Education staff. The Hive serves as the networking and mentorship platform, allowing our students and alumnae to tap into the world's most powerful women's network. Previously, satisfaction regarding the website and tech platforms reached an all-time low of 17 percent, with less than 30 percent of the student body engaged. After implementation of Handshake and the Hive, and the launch of the new website, digital engagement grew to 94

percent after the first year of launch with active usage (average of 19 logins per user). Wellesley also has more than 5,000 members in the Hive after the first year of launch and over 5,000 messages sent between users (see Standard 8 for further discussion on student outcomes).

With greater emphasis on employer engagement and the redesigned model of Career Education, Wellesley has increased the number of employers and opportunities available to our students by over 300 percent since 2016. Continued attention needs to be paid to broadening employer relationships and further enhancing our students' access to a diverse array of opportunities, nationally and internationally.

Student Services and Co-Curricular Experiences: Projections

- Develop, implement, and assess a comprehensive residential model that promotes a sense of belonging, resilience, and lifelong learning.
- Increase opportunities for students to engage in developmentally appropriate residential living as they progress through their residential experience.
- Explore a student code of conduct that promotes community development.
- Develop a financially feasible plan to address critical deferred maintenance and needed programmatic upgrades in residential buildings.
- Develop a more integrated and collaborative model of health care and counseling to decrease inefficiencies and enhance student satisfaction.
- Examine our health education model and develop alternative structures to balance wellness education efforts.
- Develop a model of intercultural education that focuses on intercultural connections and fosters conversations across difference.
- Explore and enhance collaboration with faculty in support of a comprehensive network of academic advising and support for all students.
- Develop a strategy for using data annually to drive individual outreach to students who have not yet engaged with Career Education in person.
- Create opportunities for enhanced alumnae engagement within Handshake and the Hive to further increase activity, connection, and community.
- Utilize career outcomes and internship data to further align employer outreach with student and alumnae interests and goals.
- Identify regions and industries in which we need to develop more global expertise, relationships, and opportunities for our students and alumnae.

STANDARD 6: TEACHING, LEARNING, AND SCHOLARSHIP

Overview and Description

Composition of the Faculty
Wellesley has two categories of faculty: professorial and nonprofessorial. Professorial faculty include tenured and tenure-track faculty, lecturers, and visiting faculty. In 2017–2018, the Office of the Provost began to include instructors in science laboratory (ISLs) in the professorial ranks because the work they performed was very similar to that of lecturers. Nonprofessorial faculty include faculty in the Department of Physical Education, Recreation, and Athletics (PERA), performing music faculty, and other faculty such as postdoctoral fellows and faculty with nonstandard academic rankings. The breakdown of Wellesley faculty appears in the table below.

Wellesley College Faculty by Category, Fall 2018

			Full-time	Part-time	Total
Tenure Eligible (228)	Professorial faculty (347)	Professor	96	12	108
		Associate Professor	70	2	72
		Assistant Professor	48	0	48
Non Tenure Eligible (222)		Lecturers*	49	9	58
		Instructors in Science Laboratory*	20	5	25
		Visiting Faculty	17	19	36
	Non-Professorial faculty (103)	PERA*	15	39	54
		Performing Music	1	42	43
		Other faculty	6	0	6
		WELLESLEY FACULTY	**322**	**128**	**450**

* Faculty on Term Appointments, Instructors in Science Laboratory, and PERA instructors are known by the acronym FIP.

As of October 2018, 108 of the 228 tenure-eligible faculty were full professors, 72 were associate professors, and 48 were assistant professors. Ninety-four percent of our tenure-eligible faculty members are full time, and 99 percent hold a doctorate or equivalent terminal degree in their field. Although the size of the tenure-eligible faculty is roughly the same as reported in our last self-study, the intervening 10 years saw an expansion and subsequent contraction in the size of the faculty, an experience we will discuss later in this standard.[6]

Non-tenure line faculty—what we refer to as FIPs, an acronym for Faculty on Term Appointments (lectures and some visiting faculty), Instructors in Science Laboratory, and PERA faculty—account for 30 percent of our faculty. Most of these are renewable positions with contract terms of three to five years. Sixty-one percent of these faculty are full-time. At the last accreditation, only 32 percent of these faculty were full-time, and the increase in full-time

---

[6] Wellesley's 2009 self-study reported 232 tenured and tenure-track faculty.

positions demonstrates the effects of our efforts to regularize these contracts, described in more detail below.

We believe that providing an excellent liberal arts education means striving to recruit and retain the most diverse as well as most accomplished faculty possible. The College's long-standing commitment to promoting and supporting female scholars is reflected in the proportion of faculty members who are women. Currently, 64 percent of all professorial faculty are women, including 54 percent of tenured faculty members and two-thirds of tenure-track faculty members. Among our liberal arts peer institutions, only Barnard has a similar proportion of female faculty; most of our liberal arts peers, including Williams, Amherst, Carleton, and Swarthmore, have female shares around 45 percent. Importantly, gender balance among the professorial faculty is achieved across the College, including in historically male-dominated fields such as economics, computer science, and chemistry. Twenty-four percent of Wellesley's professorial faculty are people of color.

Wellesley offers tenure-track faculty the option of being mentored by a senior colleague. The faculty mentor program provides tenure-track junior faculty with guidance and support from experienced senior faculty members outside of their own departments. It is designed to offer neutral counsel from a colleague knowledgeable about the path toward tenure and to help orient new faculty members to appropriate resources for more official advice and assistance. An established senior professor runs the program, independent from the Office of the Provost but with the administration's endorsement. The relationship is kept confidential, and the mentors are not meant to openly advocate on the mentees' behalf. Rather, they are meant to encourage new faculty members to take responsibility for their own careers. Matches are made based on common experience rather than academic profile, and the mentors are cautioned not to interfere with advice being given by departmental Reappointments and Promotions (R&P) committees. As part of New Faculty Orientation, junior faculty members receive individual invitations to participate; the standing offer can be taken up or revisited any time before their tenure review.

Appointments, Reappointment, Tenure, and Promotion
The Advisory Committee on Academic Staffing (ACAS) was established in 2016 to advise the provost on academic staffing. Including elected and appointed faculty members representative of the fields of instruction, ACAS has now completed two annual rounds of reviewing requests for tenure-track lines and offering their evaluation to the provost, who makes final decisions in consultation with the president. All searches are conducted by the faculty of the hiring departments or programs, who work in concert with the Office of the Provost and the Office of Human Resources (for a full description, see the appraisal section below). The process of appointments is described in our Articles of Government, Book I, Article IX, Sections 1–5.

Job descriptions are written by the hiring department or program, in consultation with the Office of the Provost and HR, based on the proposal submitted to the ACAS. Candidates are reviewed for academic qualifications and experience, and finalists are brought to campus for intensive interviews and seminar presentations. Since 2010, we have made all offers of employment contingent upon the completion of a background check in which we verify educational records and employment history, and conduct a criminal records and sexual offender registry search. Each prospective hire receives a written offer letter that outlines the title, term of service,

teaching obligations, salary, and benefits for the position, as well as the schedule and criteria for reappointment and promotion and a description of the level and payment schedule of College-provided research funds.

Our reappointment and promotion rules and procedures for both tenure-line and FIP faculty are described in two locations on our website—in Articles IX, X, and XI of College legislation and in a series of guidelines and checklists developed to provide more accessible and practical help as faculty in the different categories of appointment make their way through the various legislated processes. Ours is a transparent process in which faculty members under review see all the materials included in their reappointment and promotion files, with limited redactions to preserve anonymity and to remove confidential references to other individuals.

Our reappointment, tenure, and promotion procedures involve a two-tiered process. At Wellesley, candidates for reappointment, tenure, and promotion are first evaluated by their R&P committee in their department or program, which makes recommendations to the Committee on Faculty Appointments (CFA). The CFA is composed of seven voting members, including five faculty members, the provost of the College, and the president.[7] The majority vote of the CFA determines the recommendation of the committee, without separate levels of review by the provost and president, and historically, that recommendation has been endorsed by the Board of Trustees.

Wellesley College clearly states its expectations and processes to ensure that faculty act responsibly and ethically, observe the established conditions of their employment, and otherwise function in a manner consistent with the mission and purposes of the institution. Our expectations for contributions in teaching, research, and service are outlined in our Articles of Government, Book I, Article IX, as well as in the faculty handbook. Policies to address and resolve grievances are outlined in the faculty handbook as well. In 2015, we revised our sexual harassment policy to prohibit any romantic relationship between students and College employees, and we established our Title IX office. Procedures to file a complaint are outlined on the Title IX office's website.

Teaching, Learning, and Scholarship: Appraisal

Wellesley College's faculty is a vibrant community, dedicated to research, teaching, our students' learning, and service. In the appraisal section of the self-study, we assess what we see as three critical challenges over the next decade: ensuring that Wellesley, as it contracts the size of the faculty, continues to provide an excellent liberal arts education and support its faculty in teaching, research, and service; increasing the number of faculty from underrepresented groups that we recruit and retain, especially in tenure-track and tenure ranks; and improving our support of gender equity across all faculty ranks. Each of these sections engages with issues raised in both our 2009 self-study and our 2014 interim report.

---

[7] In years when the Black Task Force elects a representative to the CFA, faculty membership on the CFA increases to six.

Maintaining Excellence at Time of Faculty Contraction
As outlined in Standard 2, one of the key challenges facing the Wellesley community is the recent contraction of the size of the faculty. Between 2005 and 2016, we experienced a significant increase in the size of the faculty. In that same time period, the student-faculty ratio dropped from 9:1 to 7:1, the lowest among all of our peers. The number of Wellesley's course sections increased by 10 percent, largely in STEM and interdisciplinary programs, and by 2016 we were offering over 1,000 course sections. The reduction in the size of the faculty began in 2016, and our 2017–2018 Voluntary Retirement Program (VRP) brought our faculty size down to approximately what it was in 2009. However, some of the positions vacated by the 34 retiring faculty have been, or soon will be, filled. We believe we have contracted the size of our faculty without diminishing the quality of scholarship and teaching, or our tradition of faculty governance. But that being said, this contraction means that Wellesley's faculty is in a time of transition. We see the next 10 years as critical to maintaining the excellence of our faculty and the Wellesley liberal arts education.

Supporting Our Faculty's Scholarship, Teaching, and Service
We encourage and recognize the faculty in our ranks by providing incentives for productive scholarship, creative and effective pedagogy, and a commitment to service. Wellesley's faculty are dedicated scholars and, if anything, the research accomplishments and expectations at the College have only grown since the last accreditation. Wellesley College values teaching and scholarship equally, and our faculty publish at an impressive rate for a liberal arts institution. The breadth of faculty scholarship can be found in the annual listing assembled by the Office of the Provost. In 2018, faculty members listed 13 books, 220 articles in academic venues, 56 works of creative and popular writing, and 17 artistic and musical productions.

The Office for Sponsored Research supports faculty scholarship that spans departments and programs. The reports on faculty awards from government programs and private institutions demonstrate continued success. Over the last year, Wellesley's faculty received external support from entities such as the Massachusetts Department of Elementary and Secondary Education, the National Aeronautics and Space Administration, the National Geographic Foundation, the National Institutes of Health, the National Science Foundation, the Russell Sage Foundation, and the Social Science Research Council.

We will continue to support our faculty's ability to produce significant scholarship and make original artistic contributions, through both financial support and a generous faculty leave program. Wellesley's junior faculty receive startup funds to support their research and may also apply annually for research funds that are available to all benefits-eligible faculty members, including those not in tenure lines. Similarly, we provide all benefits-eligible faculty with conference travel funds, and in 2017, we increased this funding from $1,500 to $2,000 per year. Wellesley's leave and sabbatical policies are generous relative to our peers, and we are committed to retaining this investment in our faculty scholarship. We support a full year of leave for our junior faculty after reappointment, and tenured faculty earn one semester of leave for every three years of teaching. While we normally require all faculty to seek outside funding for their sabbaticals in order to receive a fully paid leave, receiving the leave is not contingent on getting those funds. Departments and programs also use their own resources to fund faculty research, book workshops, and colloquia series that enhance their scholarly communities.

The College has recognized that the timing and scope of the Science Center renovations may affect the capacity of assistant professors to conduct research necessary for tenure and promotion. In spring 2018, Academic Council approved an amendment to legislation that gives the provost the authority, with the approval of the Committee on Faculty Appointments, to extend an appointment prior to a tenure review.

Since the last accreditation, we have focused on supporting the research trajectories of associate professors. At Wellesley, it is not uncommon for new associate professors to be asked to serve as program director or, less frequently, department chair, or to lead important institutional committees. While it is important to us that associate professors prepare for leadership roles and support our commitment to faculty governance, we are also concerned that these new expectations may interfere with research trajectories.

We have taken a number of steps to better support our associate professors in their research trajectories. Periodically, full professors on the CFA write a letter to associate professors outlining the expectations for teaching, research, and service. Associate professors are offered conversations with their R&P committees in their second and fifth years to discuss and evaluate their trajectory toward promotion. Wellesley's work with the American Council of Learned Societies on the Frederick Burkhardt residential fellowship has given associate professors support for a year in residence to work on a project, in addition to their normal sabbatical time. Since 2015, five Wellesley faculty have received support from this fellowship.

A 2011 Agenda Committee survey on faculty service found that for junior faculty (i.e., tenure-track assistant professors), the median time spent on service is about 10 percent of total work time (about five hours per week). Service time increases to 20 percent for associate professors (about 10 hours per week) and 30 percent for full professors (15 hours per week). This increase in service isn't surprising, given that there are time-consuming tasks that are normally done by full professors (chairs of departments, Merit Committee, decisions involving promotion to full professor). However, it is critical that these important service commitments do not undercut our full professors' ability to engage in scholarly activity, and we are looking into policies that might facilitate research after a time of significant service.

We will also continue to invest in our faculty's teaching. For example, the Committee on Educational Research and Development (ER&D) makes grants in support of pedagogical initiatives and innovation. Wellesley's faculty are committed to their teaching mission, and students express satisfaction with their instruction. In 2018, for example, 65 percent of seniors were "very satisfied" with the quality of instruction in their major and another 30 percent were "generally satisfied"; similarly, 60 percent were "very satisfied" with faculty helpfulness outside the classroom with another 31 percent were "generally satisfied."

Wellesley recognizes outstanding teaching at the College. One of the most prestigious honors on campus is the annual Pinanski Teaching Prize, awarded at commencement, in recognition of excellent teaching across the curriculum. Students, faculty, and staff may submit nominations to the Pinanski Prize selection committee. Likewise, the Apgar award recognizes a faculty member

who applies new teaching concepts and methods and serves as a mentor to stimulate students' intellectual development.

We have also continued to support our faculty's research work with students. As teachers at a liberal arts college, our faculty see their scholarship and teaching as deeply intertwined, a fact reflected in faculty-student collaboration across the College. In both the social sciences and sciences, summer research programs support faculty who want to incorporate students into their research projects. Students have been co-authors with faculty members in many departments, even in fields like mathematics and philosophy where undergraduate publication is unusual.

Finally, to maintain the excellence of our teaching, we have expanded our efforts to support faculty in pursuing innovative and effective pedagogy in their classrooms. Since 1992, the Pforzheimer Learning and Teaching Center (PLTC) has supported pedagogical development on campus. The center's faculty director organizes faculty orientation for both tenure-line and FIP faculty, a coordinated set of teaching resources, and many workshops and roundtables throughout the semester designed to bring together faculty to discuss pedagogy. For example, the "Knotty Problems" series brings faculty together to address teaching dilemmas they face in their own classrooms. Since the last accreditation, the PLTC, has also expanded its efforts to provide our faculty with evidence-based assessments of pedagogy and, in particular, to help our faculty develop more inclusive teaching strategies. It was under the PLTC's direction that the College collected and analyzed the data that motivated the creation of our Inclusive Excellence Working Group and faculty retreat, to address disparities in grades between our white and underrepresented minority students. At the retreat, which nearly 200 faculty attended, faculty discussed specific strategies to combat racial bias in the classroom and attended faculty-led seminars on subjects such as "mastery-based" grading policies, blind grading, and developing inclusive group-project practices. Over the next decade, we hope to build on these efforts to use empirical evidence to assess and advance our teaching. In 2016, Wellesley was awarded a four year, $800,000 Mellon Grant for evidence-based teaching to support faculty initiatives to incorporate "well-established research about how students learn into their teaching practices, drawing from the best literature in cognitive science, developmental psychology, computer science, and behavioral economics." That grant funds a teaching and learning assessment specialist who supports faculty in the design and evaluation of pedagogical innovations (see Standard 8 for further discussion).

Beyond the PLTC, there are initiatives that provide opportunities for pedagogical engagement and course renewal across campus. In 2014, Wellesley College received a grant from the Andrew W. Mellon Foundation to create the [Blended Learning Initiative (BLI)](#) to support innovative use of technology in teaching and conversations about the use of technology in cultivating close faculty-student relationships in the humanities and the humanistic social sciences. An associate professor in the Spanish department and the director of research and instructional support in Library and Technology Services direct this initiative. BLI unites Wellesley's efforts to incorporate technology into the classroom and its commitment to supporting the importance of the humanities in a liberal arts education. Since its inception, this initiative has supported blended learning projects in over 50 courses and has organized workshops, presentations, and round table discussions; provided funding for faculty conference travel and faculty stipends; supported student research assistance and the purchase of essential materials needed for course

development; and assessed the effectiveness of the integration of technology in blended learning courses. The program continues to support new proposals, and a digital humanities pilot program highlights the courses that pursue and critique the new approaches to the humanities, such as information visualization, network analysis, and digital mapping.

The College has also worked to help our faculty develop their ability to teach public writing and speaking. Launched in 2013 by a professor of economics, the Calderwood Seminars in Public Writing teach students to translate the often complex writing of their academic disciplines into writing intended for public audiences. Juniors and seniors can elect to take these seminars, which engage students in a final review of their major while fine-tuning their writing skills to prepare them for careers in their field. Wellesley faculty members have introduced 19 new seminars, including Ethics for Everyone, Public Writing on Film and TV, and Environmental Synthesis and Communication. About 15 percent of a graduating class now takes a Calderwood seminar, and beginning in FY19, Amherst, Bard, Georgetown, Middlebury, and Wesleyan will adopt Calderwood seminars on their campuses with further expansion to other institutions expected in FY20. In 2012, Wellesley launched the Ann Maurer '51 Public Speaking Initiative, which aimed to both develop public-speaking intensive courses and enhance the public speaking elements in existing courses. The initiative includes a training seminar, where faculty are given strategies and rubrics to teach and assess public speaking. More than 80 members of the faculty, across all disciplines and ranks, have participated in the program.

Faculty play a key role in advising students at all levels, from helping orient first-year students and guiding them in their course selections to working with them to compose and complete a major plan of study. The College recognizes the need to continue to monitor our faculty's ability to advise our students. Survey data suggest our faculty provide excellent academic advising: 73 percent of students "strongly agree" with the statement that faculty members are available to them, and 74 percent report that at least one faculty member has taken a personal interest in their academic trajectory. Incoming first-year students are assigned to First-Year Mentor groups including other students from their residential neighborhood. These groups of 12 to 15 students are led by a junior or senior who is responsible for guiding them through the orientation period and providing support during the transition to Wellesley in the first semester. Faculty advisors are assigned by mentor group, so that each advisor is assigned to students who are in the same mentor group, and each mentor group has associated advisors drawn from departments across the College. Faculty advisors meet with the first year mentor group during orientation, and then with their own advisees, both individually and as a group, throughout the academic year. However, finding a sufficient number of faculty members available to advise students during orientation week is always a challenge, one that is likely to increase as faculty numbers decrease. One way to address this problem might be to better utilize technology, so that our faculty who might be off campus before the start of the semester could still engage with our incoming students.

Finally, we plan to monitor how the faculty reduction as a result of the VRP affects service demands (note that particular concerns about service and our underrepresented minority and female faculty are discussed in the sections below). Faculty governance remains a core value of the Wellesley College community, and Wellesley's faculty contribute to the governance of the College at all levels. They direct core institutions and centers on our campus, including the

Newhouse Center for the Humanities and the Knapp Social Science Center, and serve on committees of Academic Council.

In the last 10 years, we have looked for ways to provide relief from service demands as well as recognize those faculty who deliver exceptional service. In 2015, Academic Council adopted a pilot policy that members elected to the Committee on Faculty Appointments be given a one-course release during the academic year. We see each of the mechanisms as enhancing our faculty's ability to engage in service. Our merit process, moreover, is designed to recognize exceptional contributions in service along with teaching and research.

Recruiting and Retaining an Excellent Faculty
The College wants to ensure that we can continue to recruit and retain the best faculty possible. While not the only input, salary is obviously one component of maintaining an excellent faculty. Traditionally, our salaries at Wellesley have been high relative to our peers, and purposely so: In order to remain competitive relative to our peers, and to make sure our faculty could bear the high cost of living in the Boston area, we benchmarked our salaries against a group of schools that included others in the Boston area and small liberal arts colleges elsewhere. The benchmark group of schools has been relatively unchanged over several decades; in the past two years, however, the Advisory Committee on Budgetary Affairs (known as BAC) has excluded two Boston area research universities as their data included professional graduate school faculty salaries, which were deemed not comparable. As discussed in Standard 2, the ad hoc committee BAC+ is reviewing salaries as one component of faculty compensation alongside relatively generous benefits. At present, we have not seen any evidence that existing salary levels have created problems with either recruiting or retention. All of the departments and programs hiring in the last two years have successfully hired their first choice of candidates.

Wellesley maintains a faculty salary scale designed to ensure equity across the College. For example, assistant professors receive comparable starting salaries based on their experience and receive the same salary increases until their promotion to associate. After tenure, associate professors receive an annual salary increase applied uniformly until they are eligible for promotion to full, after which they are reviewed for a merit increase every three years. We remain committed to the salary scale, as we believe it promotes a strong sense of community and cohesion within the faculty. We must balance this commitment to equity with our commitment to excellence, understanding that different market pressures across fields may lead to departures from the salary scale when it is necessary to ensure the continued strength of a department or program. Faculty members in economics and computer science have been paid off scale for nearly 30 years, and we expect market forces in those fields to continue to fuel higher salaries.

Finally, Wellesley's Faculty Benefits Committee is involved in an ongoing assessment of how the structure of our benefits allows us to recruit and retain an excellent faculty. In recent years, the College shifted the priorities for access to on-campus faculty housing to prioritize tenure-track faculty in the early stages of their careers. In several meetings and surveys with faculty tenants in FY18, this benefit was deemed very important to faculty when making the decision to come to Wellesley, and very important as they were working toward tenure; however, it has created some discontent among longer-term faculty in faculty housing. In 2015, Wellesley changed the structure of its mortgage program, which allows tenured faculty to procure low-

interest loans with smaller down payments than usual, so that they may find attractive housing in the high-cost areas surrounding the College. We also expanded the area where faculty may purchase housing using the faculty mortgage program, to allow our faculty to live in more diverse areas than what can often be found in the suburbs surrounding the College. This committee continues to review our faculty rental housing program and plans to discuss our support of childcare and other benefits. We expect all of these efforts to ensure our ability to maintain the quality of our faculty.

Assessing the Allocation and Support of New Tenure-line Positions
In the face of the large number faculty retirements, we must ensure that we are allocating new tenure-track positions in a way that maintains the ability of our faculty to create and maintain as strong a curriculum as possible. As the Office of the Provost has stated, "One of the dangers of a period like this is that a smaller curriculum will become a more homogeneous one and that individual departments or programs will adjust to constraints in ways that meet their 'local' interests but that cumulatively have the effect of reducing the variety and diversity of the curriculum available to our students." Likewise, while the allocation of tenure-track lines must take enrollments into account, we remain committed to investing in all essential aspects of a liberal arts education. In response to enrollment trends, other institutions have decreased their support of the humanities. We see this as contravening the mission of a liberal arts institution; maintaining the strength of humanities at Wellesley will remain a priority.

Faced with these issues, we saw a need to insert more faculty participation into our tenure-line decision process. As discussed in Standard 2, the Advisory Committee on Academic Staffing reviews departmental requests and makes recommendations to the provost. Beyond this role, ACAS has designed mechanisms to encourage departments to be "forward looking" and collaborative in their assessment of needs, to think about the broader needs a faculty line serves, and to facilitate interdisciplinary hires that strengthen the potential of multiple programs. For example, departments submitting a request for a faculty line must now address a set of questions about the purpose of the line, whether their curricular needs are or could be met in another department or in our exchange program with MIT, how the department or program would coordinate with other departments and programs at the College, and how the faculty line would contribute to diversity at Wellesley in all of its aspects.

In addition, we are continuing to work with departments and programs to think about ways to collaborate and work better collectively to provide a strong and diverse curriculum. We anticipate that many of our new faculty appointments will be interdisciplinary and provide courses across departments. We have 166 cross-listed courses in our curriculum, and we expect that to increase. But we want to go beyond cross-listing courses to build robust teaching and scholarship networks across traditional department boundaries. We seek to build on faculty-led initiatives geared toward building cross-departmental collaboration, including the Project on Public Leadership and Action, the Paulson Ecology of Place Initiative, the Wellesley Emerging Scholars Initiative, the Albright Institute's blog, *The Spoke*, and the new interdisciplinary minors (see Standard 4 for further discussion).

Furthermore, we are working to make sure that we maintain the integrity of our reappointment, tenure, and promotion processes as we reduce and change the composition of the faculty. In the

last accreditation self-study, we noted that tenure-track faculty were concerned about the lack of transparency in tenure processes and what seemed to be a lack of consistency in expectations across academic divisions regarding criteria for evaluating candidates for reappointment and tenure. To address these issues, the advisory committee to the CFA, now named the Tenure-Track Advisory Committee (TTAC) proposed that the CFA prepare an annual letter to tenure-track faculty describing the CFA's processes and, as appropriate, addressing misconceptions about the tenure process and standards. In response to this suggestion, beginning in 2009–2010, the CFA has written an annual letter to junior faculty each fall that has helped improve communication within the College community regarding the review process, standards, and expectations.

In general, tenure-track faculty now see our evaluation processes as transparent and fair, but there is room for improvement. Conversations with TTAC, for example, report variation in the quality of mentoring across Reappointment and Promotions committees. Discussions with members of the CFA and the Board of Appeals echo these concerns. TTAC representatives are particularly concerned in cases where junior faculty are mentored by members of smaller departments, where colleagues might lack specific relevant research expertise, or where broad-based information about the College's expectations might not be as readily available.

As we reduce the size of the faculty, it is crucial that we address these issues of mentoring and evaluation. Retirements might leave some departments with fewer faculty members, exacerbating issues of mentoring in small departments. Here the Office of the Provost, working with the CFA, will strive to ensure best practices across R&Ps at the College. Moreover, as we seek to build a more interdisciplinary faculty, we need to make sure that the resources are available to support these faculty member's scholarship, and the evaluation of that scholarship at the College. In 2018, we began this process by making changes to the articles of governance regarding interdisciplinary appointments. We updated legislation to mandate that the composition of a candidate's R&P committee be established at the time of hiring and include members from the hiring departments and programs.

Maintaining Support for Our Faculty on Term Appointments, Instructors in Science Laboratories, and Faculty in Physical Education, Recreation, and Athletics (FIPs)
We must make sure that the reduction in tenure track lines does not put new burdens on our FIP faculty. In some disciplines, including but not limited to laboratory sciences, languages, and writing, specialized non-tenure-track faculty play a critical and central role in helping the College to achieve teaching excellence. Wellesley's mission commits it to ensuring equity across the board; this means working purposively to mitigate the inequities and hierarchies that often develop when institutions rely on both tenure-line and non-tenure-line faculty for its teaching.

At the last accreditation, we had recently undergone a process of regularizing faculty in these positions, allowing FIPs to hold full-time positions beyond their fourth year at the College and establishing more formal and transparent review mechanisms for FIPs. These faculty now undergo a periodic review process overseen by the CFA, the same committee that reviews tenure-line faculty. In 2015, Academic Council approved the creation of a more formal advisory committee for FIPs (FIPAC) that acts as a liaison between their faculty and the CFA. Most of our FIP faculty report that they can turn to their R&P committees for advice on handling teaching

issues, prioritizing professional development objectives, and deciding which committees they should join. The R&Ps hold annual conversations and make classroom visits. FIPs are also incorporated into the governance of the College, serving on core Academic Council committees as well as ad hoc committees.

We have also put into place mechanisms to enhance our FIPs' teaching and scholarly pursuits. FIPs at Wellesley are given reasonable teaching loads, typically four courses for lecturers and senior lecturers and five courses for visiting lecturers. All benefits-eligible FIP faculty are entitled to annual conference travel funds ($2,000 annually) for participation at professional/scholarly meetings. Also, FIPs are eligible for our Educational Research and Development awards in course development and have applied to other internal resources, such as the Blended Learning Initiative, for funds to incorporate more technology into the classroom. In addition, we have instituted support for semester-long leaves for non-tenure-track faculty through a competitive process.

Overall, Wellesley's efforts to support its FIPs have been well received. A survey conducted in 2015 by FIPAC suggested broad-based job satisfaction. FIPs receive much better salaries than their "adjunct" counterparts at other campuses, and have access to faculty housing and the other College benefits described above. That being said, there are existing issues facing FIPs on campus and new challenges that are likely to arise as the tenure-line faculty contract. Perhaps most notably, FIPs hired in the last 10 years came in at lower salaries than earlier hires, and their annual raises were less than cost-of-living increases. We saw these salary issues reflected in job satisfaction, with lower degrees of satisfaction for those hired after 2008. We feel strongly that this must change; as described above, the BAC+ will be making recommendations for how to adjust salaries for these positions.

In the last few years, we have identified salary discrepancies between lecturers and ISLs in the natural sciences, even where job qualifications are similar, and significant pay gaps between less and more senior ISLs. In response, the Office of the Provost worked with ISLs to develop a new workload and compensation structure that addresses these inequities. Finally, we are reviewing our process of merit increases for FIPs. At present, lecturers receive a one-time merit increase, generally at the time of going from lecturer to senior lecturer; we are considering additional mechanisms for recognizing excellent contributions of these faculty over the course of their careers.

Second, we need to monitor the contributions our FIPs and other non-tenure-track staff (most notably, our library and technology staff) are making in the classroom, to ensure there is not an undue burden on these instructors. For example, creative prose writing in the English department is taught entirely by lecturers and occasional visiting faculty, most of whom are in residence at the Newhouse Center for the Humanities. These courses are in heavy demand by students.

Finally, while we are generally pleased with the regularized review process for our FIPs, there are areas where we can improve our evaluation process. Our FIPs report variation in the amount and quality of mentoring they receive from their department and program R&Ps. To even out this variation, we might consider instituting a formal mentoring system, such as the one provided to our tenure-track faculty, where FIPs are assigned a mentor outside of their own department and

program. FIPs also report that the standards for review and promotion are not always clear, and that definitions for what counts as "conspicuous excellence" vary across departments and programs.

Increasing the Diversity of the Faculty
Increasing the diversity of our faculty is a priority at Wellesley. As our own student body grows more diverse, we understand the critical role a diverse faculty plays in the education and mentoring of the student community. Recruiting and retaining a diverse faculty is, in essence, a goal that we see as central to the very mission of the College.

Since the last accreditation, we have made little progress in meeting our diversity goals with respect to faculty. Faculty of color comprise the same percentage of all faculty in fall 2018 as they did in our 2009 self-study (20 percent). While the number of tenured faculty of color increased from 32 to 44 in the last 10 years, the number of African American faculty with tenure has decreased in the wake of several retirements. Moreover, while Wellesley has hired more underrepresented minority faculty for tenure-track positions, retention rates remain low. From 2004–2017, for example, 26 percent of underrepresented minority faculty resigned before tenure compared with 16 percent of white faculty. Although we have no specific percentages in mind, we believe that a diverse faculty would reflect as closely as possible the demographics of current Ph.D. cohorts in liberal arts disciplines.[8]

Developing strategies to increase faculty diversity through recruitment and retention is an urgent priority. The Office of the Provost has developed several recruiting strategies implemented by an associate provost/academic director of diversity and inclusion. Efforts to increase the diversity of our hiring pools focus on tenure-track searches, engaging with academic departments at every stage of the hiring process: writing job descriptions, placing job advertisements, and reaching out to networks of underrepresented minority faculty. Search committees undergo implicit bias training, and each tenure-line search committee now has a diversity liaison, who works with the associate provost to ensure our hiring pools are as representative as possible. After a recent departure, we are searching for a new associate provost for equity and inclusion who will serve as chief diversity officer, providing support to academic departments in both the hiring and retention of a more diverse faculty.

The College recognizes that some of the obstacles to hiring more underrepresented faculty are structural—intense competition for certain candidates, for example—and thus difficult to solve through our own efforts. We are working to identify areas where Wellesley's own practices and position might inhibit the recruitment of underrepresented minority faculty. We need to make sure that our pay scale, while committed to preserving equity, is also sufficient to attract underrepresented faculty to our campus, particularly given the high cost of living in the Boston area. We need to make sure that our faculty housing program is sufficient to recruit underrepresented minority faculty. The expensive housing stock, the lack of diversity in the town and in local schools, and a sense of not being welcome in the town of Wellesley are general complaints among minority and junior faculty. Our on-campus faculty housing may be crucial to mitigating these concerns. For example, a survey conducted by the Faculty Benefits Committee

---

[8] It can be difficult to benchmark with broad categories of disciplines (e.g., demographics of the sciences) because some fields, like engineering, are not represented at Wellesley.

in 2018 noted that not only did this housing provide junior faculty with affordable options, "it creates a friendly community for faculty who may not find the town of Wellesley welcoming."

Second, we need to understand why underrepresented minority faculty leave at rates higher than their white counterparts. Currently, we do not collect data on why faculty choose to leave Wellesley College. Most notably, unlike many of our peers, we do not conduct exit interviews with our departing faculty. We are currently discussing how best to implement exit interviews for all of our faculty who leave before their contracts expire. We are also considering developing an online exit survey. These new efforts to gather information from our departing faculty will help us better understand the experience faculty have at Wellesley College and improve our ability to retain our underrepresented minority faculty.

Third, we need to work with the information that we have gathered about particular areas that may be of most concern to our underrepresented minority faculty. In 2011, the Office of the Provost, the Committee on Minority Recruitment, Hiring, and Retention (MRHR), and the Diversity Coalition led an initiative to gain insight into the factors contributing to this disparity, hiring consultants from Cambridge Hill Partners Inc. to conduct individual interviews with 13 faculty members and eight focus groups. While 70 percent of minority faculty reported that they felt "supported" by the College, only 48 percent said they felt an "a sense of inclusion and belonging at Wellesley College," compared with 62 percent of their white colleagues. Only 28 percent of minority faculty felt that the College "is welcoming for faculty from historically underrepresented or marginalized groups." Twenty-seven percent of minority faculty reported having witnessed inappropriate behavior by their colleagues at the College. We have begun implementing key recommendations from the report. For example, the Office of the Provost organizes informal lunches for cohorts of faculty to build networks among these faculty members, and it has begun working with faculty of color to support and institutionalize informal mentoring groups at both the junior and senior tenure-line levels.

Another key concern is that our underrepresented minority faculty members are not only providing a disproportionate amount of service at the College, but also are more likely to engage in "invisible" service that goes unrecognized when being evaluated for reappointment, tenure, or promotion. Faculty of color are often asked to take on more advising and mentoring of students and colleagues, oversight of student research projects, and writing of letters of recommendation than their white counterparts, while at the same time helping the College meet the institutional demands for racial representation on official committees. This problem is not unique to Wellesley. The College's internal data suggest that underrepresented minority faculty are correct when they say that these efforts are not always recognized. In 2011, the Agenda Committee survey on faculty service found a discrepancy between the types of service considered important to the College and the types of service considered important for reappointment, tenure, and promotion. Even if a type of service was recognized as an important contribution to the College, it was not perceived as important in job-related decisions.

The College is making efforts to better balance the service load among the faculty and to better recognize contributions in areas of diversity. In 2018, MRHR proposed the addition of a service category entitled "contributions to racial and ethnic diversity and equity" within the College's activities sheets. The CFA agreed with MRHR's suggestion, and decided that it would be an

opportune moment to make other changes to the service section of the form to help the CFA, R&Ps, and Merit Committee gain a fuller understanding of "faculty members' contributions to our community, while also affirming the College's commitment to equity and diversity as a core value."

Ensuring Gender Equity
As a women's college, we believe it is essential that our own practices ensure gender equity among our faculty. We remain attentive to any potential discrepancies in pay and are pleased to report positive results in this arena. When one conducts a simple comparison of average salaries by rank without controlling for any variables that impact pay, women are paid slightly more than men at the associate professor rank and men are paid slightly more than women at the full professor rank and at the assistant professor rank. These slight variances disappear entirely once pay is assessed taking into account legitimate, permissible factors that affect pay, such as seniority and time in rank. Once those variables are considered, there are no variances greater than 1 percent favoring women or men in any rank, and women continue to have higher average pay among associate professors.

We are pleased that one area of concern identified in the last accreditation report, a possible discrepancy in merit scores assigned to men and women, does not seem to be an issue at present: Over the last two cycles, merit scores of female full professors have been comparable to those of their male counterparts.

Going forward, we plan to assess three particular areas of concern in gender equity. First, we are taking steps to monitor extended timelines to tenure and promotion, and to consider the possibility that different timelines create a significant loss of income for our female faculty. Second, faculty receive pay raises at both tenure and promotion to full professor; the latter increase in pay is particularly significant. Third, because there is no merit evaluation for associate professors who have spent fewer than eight years in rank, promotion to full professor marks for many of our faculty the first salary increase based on a review of performance at the associate rank. For these reasons, the time it takes to reach tenure and promotion has a significant effect on pay trajectories, and we can conceive of any discrepancy in the time to tenure and promotion as constituting a "loss of income" for faculty.

Our own studies suggest that, as of now, women and men spend equal amounts of time on the faculty before they stand for tenure (a little over six years on average), and likewise, fairly equal time before promotion. However, Wellesley faculty members express concern about the time to tenure and promotion and possible effects on salary. For example, TTAC members report that taking time off the clock for parental leave, while reassuring, can also slow the time to tenure unnecessarily; tenure-track faculty members are particularly worried that their departmental and program R&Ps are too conservative in allowing women to stand for tenure earlier than planned. There are also questions about the timeline to promotion to full professor. Most of the long-term associate professors (defined as faculty who have remained at the associate professor rank for over eight years) are women. While some delay may be a matter of choice, we are concerned that there might be more systematic obstacles to tenure and promotion for our female faculty (e.g., cost of and access to childcare).

Second, female faculty remain relatively dissatisfied about the distribution of service at Wellesley and the perception that they not only bear a disproportionate amount of the service burden but also are responsible for more invisible and undervalued service than their male counterparts.[9] In addition, female faculty perceive they are less supported in leadership positions than their male counterparts, and are significantly less happy with the amount of time spent on service.[10]

Finally, we are concerned about the role of biased metrics in tenure and promotion for our female faculty. We are pleased that the outcomes of Wellesley's reappointment, tenure, and promotion policies demonstrate no signs of systematic gender bias. Yet we are aware of recent studies that suggest gender bias in common metrics of assessment: student evaluations, rates of publications in top journals, the time it takes to publish articles, the citation counts of articles, the appearance of research on syllabi, and the assignment of prestige service. The CFA already undergoes implicit bias training, but we are unclear whether this approach is sufficient to correct systematic biases in metrics. To begin with, department and program R&Ps are not receiving the same training as the CFA. Moreover, implicit bias training is not a mechanism designed to correct systematically biased external metrics. For example, if women's published work is systematically undervalued, then this might lead to pervasive biases in external letters of evaluation for female tenure and promotion candidates.

Projections

Over the next decade, we will take the following steps to ensure the continued excellence of teaching, research, and scholarship at Wellesley College.

- Maintain the overall size of Wellesley's faculty at roughly its current level, and encourage more appointments across disciplinary and departmental lines. We will develop an institutional infrastructure to support this model, especially in mentoring and in the constitution and guidance of R&Ps.
- Undertake a significant study of faculty salary and compensation structure that considers:
  o recruitment packages for assistant professors (salary and research support);
  o increasing the salary "bump" at tenure;
  o revisiting the question of merit raises for associate professors;
  o addressing likely pressures on the salary scale, and making a clear commitment as to whether maintaining a scale is a future priority; and
  o addressing the gap in pay between those teaching long term in lecturer-based roles and those hired onto the tenure track.
- Work toward placing a high priority on diversifying the faculty using the diversity of the U.S. graduate student population as a benchmark.
- Gather data to show why Wellesley is struggling to retain underrepresented minority faculty, especially through the immediate (and maybe even post-hoc) implementation of exit interviews; implement policies to retain underrepresented minority faculty; and

---

[9] Data based on the 2011 Agenda Committee service survey.
[10] Data based on the 2013 COACHE survey.

measure service outside of committees of Academic Council. We will also consider institutionalizing and providing support for existing informal mentoring responsibilities on campus.

- Collect data on metrics of faculty evaluation that may exhibit gender and racial bias, and consider adjusting metrics of evaluation where necessary.
- Enhance our training of departmental R&Ps. Particularly urgent is the implicit bias training on issues of both race and gender. More broadly, practices of R&Ps are extraordinarily varied. While there should be some room for "department culture," we also want to encourage the use of best practices in mentoring junior faculty in all fields.
- Identify and institutionalize mechanisms by which to support women and faculty of color for promotion and leadership positions.

STANDARD 7: INSTITUTIONAL RESOURCES

Wellesley's distinctive campus, in which buildings are concentrated on the hilltops surrounding Lake Waban, is more than a background to learning and operations. The landscape, historic dormitories, and state-of-the-art facilities all contribute to a sense of place that is fundamental to the identity and success of the College. Several current initiatives recognize the further potential of campus resources to support our mission, promoting the landscape as a place of active learning, our buildings as spaces for community cohesion, and our rich collections (library, archives, art museum) as repositories of extensive information. Our stewardship of the College integrates the development of these physical resources with the financial support of our personnel and programs to promote learning and research of the highest caliber.

Human Resources: Description

The College has 347 professorial faculty members (approximately 86 percent of whom are full-time). Wellesley offers tenure only after a thorough review by peers and external reviewers of such factors as teaching effectiveness, scholarly record and standing in one's profession, and service to the College. At present, 180 members of the faculty are tenured, which is 79 percent of tenure-eligible faculty and 52 percent of the total professorial faculty. As of fall 2018, the College's student-to faculty ratio is 8:1.[11] The College also has 103 nonprofessorial faculty, including instructors in the Department of Physical Education, Recreation and Athletics (PERA), performing music faculty, postdoctoral fellows, and individuals with nonstandard academic ranking.

Wellesley has over 800 non-faculty staff, including academic support, administrative, clerical, and other staff.[12] Administrative employees work in both academic and administrative departments. The Independent Maintenance and Service Employees Union of America represents approximately 260 staff in Dining Services and Maintenance Services (contract through June 30, 2019). The Wellesley College Police Association represents the 12 members of Campus Police (contract through June 30, 2020). The College considers its relationship with the unions to be positive.

The Office of Human Resources (HR) reports to the vice president for finance and administration and treasurer. The assistant vice president for human resources is a member of the president's Senior Leadership Team. HR oversees the recruitment, hiring, development, and retention of nonfaculty positions. The Office of the Provost is responsible for recruiting and supporting the academic advancement and retention of faculty. HR posts the Faculty Handbook, the Administrative Handbook, the union policies and procedures, and the union contracts on its website. Policies related to faculty and staff are clear and consistently applied. Wellesley offers a number of employee benefits including medical, dental, vision, flexible spending accounts, life insurance, disability, and a 403(b) retirement plan. These benefits differ slightly between union and nonunion employees. Additional benefits are available to faculty, including faculty housing, a faculty mortgage program, extended paid maternity/paternity leave, and tuition remission for

---

[11] Wellesley uses professorial faculty in calculating its student-to-faculty ratio.
[12] This figure does not include casual wage employees or student workers.

dependents. College benefits also include a broad array of wellness and support programs. We carefully consider faculty salaries relative to our peer institutions on an annual basis (as described in Standard 6). Salaries for most staff positions are benchmarked to the market in the Boston area for different functions, and salaries for high-level positions are benchmarked to a national market.

Human Resources: Appraisal

Wellesley has invested in its faculty and staff. Salaries for faculty and staff are benchmarked regularly. Faculty and staff benefits generally meet or exceed those of peer institutions. The College offers faculty a generous sabbatical policy and support for research and teaching. For staff, the College has implemented a leadership development program and offers feedback, mentoring, and a tuition reimbursement program.

In 2017–2018 (FY18), the College offered a one-time voluntary retirement program (VRP) to benefits-eligible faculty and benefits-eligible, nonunion administrative staff who were aged 60 and older and who had completed at least 10 years of service. The decision to offer the VRP emerged from a thoughtful review of the long-term financial future of the institution. The College determined in 2016 that the significant growth in the size of the faculty over the prior decade was not sustainable; the VRP enabled a reduction to occur more rapidly than would have been the case with normal attrition and the existing Early Retirement Program. The VRP was elected by 34 faculty (31 percent of those eligible) and 38 administrative staff (56 percent of those eligible). Staff retirements occurred at the end of December 2017, and faculty retirements occurred at the end of June 2018.[13] The Financial Resources section of Standard 7 discusses the financial impact of the VRP. With the conclusion of the VRP, we are continuing to hire staff and recruit faculty and invest in our current employees.

We recognize the need to improve diversity in employee recruitment, hiring, development, and retention. We anticipate that the incoming associate provost of equity and inclusion will play a key role in guiding this effort, not only on the faculty side but also in relation to administrative staff hiring and retention.

As discussed in Standard 6, we believe it is time to review the benchmarking process for faculty compensation, as well as to implement exit interviews for faculty. For staff, we seek to improve communication around the process and timing for benchmarking staff salaries to reduce the number of ad hoc market adjustment requests. In addition, the College continues to monitor the rate of salary increases between union and nonunion employees. When the College implemented significant cost-cutting measures between 2009 and 2013, administrative staff bore the brunt in terms of staff layoffs and reduced or no salary increases; faculty were not affected, and union employee salaries were not adversely affected due to the multiyear union contracts in place. Finally, the College has determined that administrative staff are less clear about the grievance process covering their positions compared with faculty and union staff. Standard 9 discusses our grievance policy and processes.

---

[13] A small number of faculty members and staff agreed to extend their service beyond these timeframes in order to enable smooth transitions in their respective departments and programs.

In April 2018, HR hired an associate director of talent management who is charged with developing a multiyear strategy that builds existing talent and attracts a diverse workforce; developing and implementing creative and innovative training solutions; and implementing an improved performance management program. HR has implemented performance management in Workday that has made the process more consistent across for administrative and union staff across the College. In addition, HR has begun to implement additional functionality in Workday to manage employee recruitment and hiring and maintain employee credentials. These changes will improve the College's ability to monitor its compliance with federal and state laws. (The Information and Technological Resources section of Standard 7 provides a more detailed discussion of Workday.)

Financial Resources: Description

The president and the Senior Leadership Team are responsible for establishing the financial priorities of the institution, and the president is accountable to the Board of Trustees. Reporting to the president, the vice president of finance and administration and treasurer stewards the financial resources of the College. This position oversees the Controller's Office, the Budget Office, Human Resources, Campus Services, and Facilities Management. The chief investment officer oversees the College's strong and stable investment team. The provost, the vice president for finance and administration and treasurer, the vice president and dean of students, and the assistant vice president for planning and budget constitute the Provost Budget Committee (PBC), which reviews the College's operating budget on an ongoing basis to ensure it is accomplishing the goals and serving its highest institutional priorities.

Endowment
Wellesley has an endowment of $2.105 billion as of June 30, 2018 (compared with $1.931 billion as of June 30, 2017—an increase of $174 million). The long-term investment-pool portfolio earned a return of 11 percent (net of investment management fees) during this last fiscal year. Wellesley's results are in the top quartile of endowment returns for non-taxable investment pools greater than $1 billion over the last one-year, three-year, five-year, and 10-year periods. Our endowment is key to the College's financial strength—as well as fundamental to our promise of continuous investment in the education of women—providing approximately 38 percent of operating revenue in fiscal year 2018.

The College's endowment is under the dual management of the chief investment officer and Wellesley's Investment Committee, which meets four times a year. The Investment Committee sets the investment policy and the asset allocation of the endowment funds and oversees the operation of the Investment Office. The long-term objective is to optimize the level of return and risk associated with the endowment's investments in order to provide predictable and stable support to the operating budget. The portfolio is diversified across geographies, strategies, and managers. The College is fortunate to invest with top managers who have delivered returns in excess of market benchmarks.

The College's endowment spending policy seeks to balance the need for a strong, stable, and growing income stream to support operations with the objective of maintaining, in perpetuity, the purchasing power of the endowment. The distribution from endowment as a percent of beginning market value has averaged 4.6 percent over the past five fiscal years. This is in contrast to an average of 5.6 percent in the preceding five-year period. This change was precipitated by a new endowment spending policy adopted by the trustees in 2013 and designed to preserve the purchasing power of the endowment while providing a relatively stable amount to the operating budget from year to year. Twenty percent of the recommended spending for each year is calculated as a 4.25 percent draw on the current endowment value. This fluctuating amount is stabilized by the 80 percent based on the prior year's endowment spending, adjusted for HEPI inflation. The resulting rate is tested against a 4 percent floor and a 5 percent ceiling of the average of the prior three years' inflation-adjusted endowment values. This policy is regularly reviewed to ensure it is meeting the College's goals.

Financial Aid and the Comprehensive Fee
The College is committed to keeping its education accessible for students of all financial means through a need-blind admission policy for U.S. citizens and fully funding the calculated financial need of students qualifying for financial aid. In 2017–2018, Wellesley's comprehensive fee of $66,984 fell short of the College's $101,000 cost per student by over $30,000. Consequently, all students are receiving a substantial discount relative to the cost of a Wellesley education. Fifty-nine percent of students in FY18 received financial aid, with an average award of $49,612 per student receiving aid. The net student charge revenue per student for 2017–2018 was $39,420. For the first time, the net student charge revenue per student FTE fell slightly from the prior year.

Wellesley College Net Student Charge Revenue Per Student, FY14–FY18

Legend:
- Room and Board per Student
- Financial Aid Grants per Student
- Tuition and Fees per Student
- Net Student Charge Revenue per Student
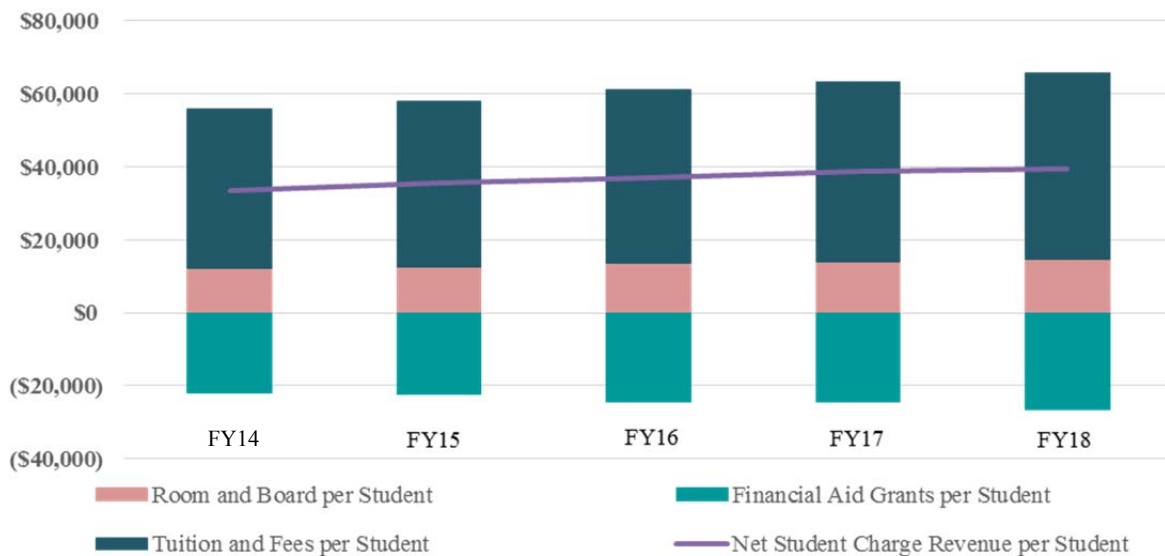
Operating and Capital Budgets

The College utilizes a five-year financial model as the basis for developing annual operating and capital budgets. The College has been striving over a number of years to achieve a balanced operating budget to fund all of its operating costs, including depreciation and deferred maintenance. We are budgeted to achieve this goal in FY19. The Advisory Committee on Budgetary Affairs (known as BAC) of the Academic Council acts in an advisory capacity to the president in the planning for and preparation of the College budget. The BAC plays an active role in discussing and recommending decisions in such key areas as salary increases and tuition and fees. In its role overseeing resource allocation, the Campus and Finance Committee of the Board of Trustees assesses and recommends to the full board key revenue drivers, such as the comprehensive fee and the endowment draw, and approves and monitors the College's annual budget. In April 2018, the board approved the operating budget of $233,158,000 and a capital budget of $19,913,000 for FY19. The operating budget includes a $2 million provision for expenses related to the impact of the changes in the tax law, in particular the tax on net investment income.[14]

As shown in the graphs, net tuition and endowment distribution comprised 81 percent of the College's revenues in FY18. Wellesley spent 75 percent of its funds in support of instruction and research, student services, and support in that same fiscal year.
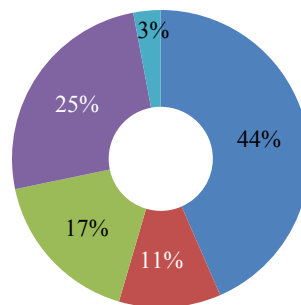
Wellesley College Revenues and Expenses, 2017–18

Total Revenue = $227,056,000

Total Expenses = $240,581,000
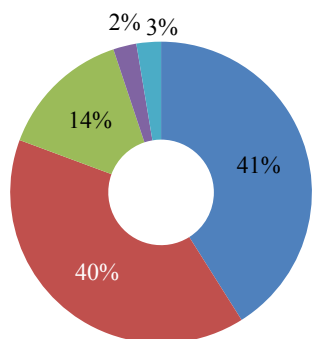
Revenue chart legend:
- Net Tuition, Room, and Board
- Endowment Distribution Used for Operations
- Current Use Gifts and Grants
- Auxiliary Operations
- Other Income

Expenses chart legend:
- Instruction, Library, and Sponsored Research
- Student Services
- General Administration and Institutional Support
- Maintenance and Operations, Depreciation, and Debt Service
- Auxiliary Operations

Debt and Credit Rating

The College has $325 million of debt outstanding as of June 30, 2018, an increase of $97 million from June 30, 2017, based on the issuance of tax exempt bonds in March 2018 related to the ongoing $215 million renovation of the Science Center. The College also entered into a $60

---

[14] The Tax Cuts and Jobs Act of 2017 imposed a new 1.4 percent tax on the net investment income of private colleges and universities with at least 500 tuition-paying students, more than 50 percent of whom are located in the United States, and with noncharitable use assets equal to at least $500,000 per full-time equivalent student.

million line of credit agreement with Century Bank to have sufficient flexibility to fund campus renewal. Fixed rate debt accounts for 76 percent of total debt. A total of $170 million is structured as bullet payments due between 2038 and 2042. Wellesley has a AA1/AA+ rating from Moody's and Standard & Poor's, and was able to maintain this rating following the most recent bond issue due to the implementation of the VRP and resulting positive impact on the operating budget beginning in FY19.

Audits
Wellesley prepares audited financial statements, an Office of Management and Budget Uniform Guidance report, and an Internal Revenue Service Form 990 on an annual basis in accordance with generally accepted accounting principles (GAAP). These are reviewed by the Audit Committee and approved by the board. PricewaterhouseCoopers (PwC) serves as the College's external auditor. PwC meets with and presents written and oral reports to the Audit Committee.

Financial Resources: Appraisal

For several years, the College has been grappling with the challenge of ensuring the long-term sustainability of our budget. We define a sustainable budget as one that fully supports our educational program and institutional priorities, provides for continuous investment in innovation, and meets our responsibility to renew and maintain our campus. The commitment to need-blind financial aid is widely embraced as a core value of Wellesley College, along with academic excellence. However many other priorities and trade-offs have been less explicit. In particular, at the same time as the College was responding to the 2008 financial crisis, it recognized the compelling need to make significant investments in campus renewal—both to address a deteriorating infrastructure as well as to renovate buildings to support 21st-century teaching, learning, and residential life. The 2012 planning process for Campus Renewal described in Standard 2 led to an ambitious $500 million campus renewal plan (W2025), but would only address three of 12 large residence halls and would not attend to critical deferred maintenance in the rest of the campus. Furthermore, W2025 requires the College to raise sizable gifts for capital and generate significant cash from operations for deferred maintenance and debt service to begin to remedy the historical underfunding of depreciation and renewed need to upgrade buildings. More recently, the College has developed a comprehensive assessment of deferred maintenance and is continuing to work on the operating budget and capital fundraising plans necessary to address these needs over time.

In FY16, at the request of then-President Kim Bottomly, the BAC made three recommendations to move toward a more sustainable budget model: increase the comprehensive fee to be more in line with peer institutions, while continuing to address access and affordability through the College's long-standing commitment to need-blind admissions and meeting 100 percent of the calculated financial need of students who qualify for aid; reduce the size of the faculty by 10 percent, or roughly 30 tenure-eligible positions, to return to 2006 levels, consistent with the stable size of the student body over this period of time; and examine nonacademic expenses for opportunities to reduce costs. These three areas continue to be the principal focus of efforts to ensure financial sustainability.

1. The comprehensive fee has been raised 3.9 percent, 4.2 percent, 4.8 percent, and 4.8 percent over the past four academic years respectively (through FY19), which is above the average rate of increase of institutions that the College considers to be its peers, but leaves Wellesley's comprehensive fee below the top third of those institutions. The College's financial aid policy ensures that students receiving grant aid experience corresponding increases in their aid packages to fully compensate for the fee increases.
2. The College's efforts to reduce the size of the faculty by 10 percent (from a high of 259 tenure lines in FY15) have been underway since FY16. This work to rebalance the operating budget was accelerated in FY18 with the VRP for faculty and administrative staff. The College leadership has committed to realizing ongoing savings in personnel costs of approximately $4 million per year beginning in FY19. The Office of the Provost has been working closely with department chairs to ensure that the College is able to maintain the strength of the academic program, including the ability of current students to satisfy requirements for their majors, while planning for the future academic needs of the institution. The goal for a reduction in tenure-track lines was largely achieved by the start of the 2018–2019 academic year; however, it will take several years to manage various "bridge" hires and new faculty hires in key priority areas.
3. We have taken a number of specific steps to reduce the College's cost structure. The VRP resulted in the retirement of 38 administrative staff members. Going forward, each open staff position (whether from retirement or resignation) will be carefully considered by the PBC and reviewed with managers to ensure we have thought about priorities and opportunities for synergy or streamlining work. Our work redesign efforts have emphasized collaboration and improved coordination across divisional boundaries, and we are streamlining systems and practices to maximize efficiency and reduce costs. The College has also worked with affiliated groups to implement changes to financial and operational agreements to improve financial sustainability. In addition, the implementation of Workday provides greater access to information and improved reporting in the hands of end users. Lastly, we are better integrating some key administrative functions in an effort to reduce duplicative work, including events management, fundraising, communications, and budgeting and finance. We expect these changes to contribute to improved operational efficiency and long-term cost savings.

The comprehensive campaign, publicly launched in 2015, supports these goals through current use gifts, gifts to endowment (primarily for financial aid and academic programs), and gifts to capital. The campaign to advance the Wellesley Effect raised over $500 million—the largest fundraising campaign ever undertaken by a women's college—and was completed one year early. For the first time, the College included bequest intentions and unrealized deferred giving instruments in its campaign, representing a total of $100 million of the $514 million total. In addition, the campaign succeeded in increasing dollars and donors at the same time. Over the past several years, the Office for Resources and the Wellesley College Alumnae Association (WCAA), a separate 501(c)3 organization, have worked together to more strategically leverage the annual reunion in support of the Wellesley Fund. For example, WCAA fully integrated annual giving into the reunion registration process, which resulted in a significant increase in donations from the prior year.

The College is focused on aligning fundraising with key institutional priorities. We have been exploring new strategies for raising funds for capital projects and deferred maintenance to support such projects as the renovations for the Science Center and residence halls. In the campaign just completed, we raised $80 million in cash and pledges for campus renewal; this is a significant increase from previous capital fundraising, and yet we recognize the need to continue these efforts. In addition, we are instituting processes to use restricted funds more consistently each year. While this does not add to overall resources, it does free up unrestricted funds and also ensures that restricted funds are used in service of key priorities. In the 2017–2018 academic year, representatives from the Office of the Provost, the Office of Finance and Administration, and the Office for Resources met with departments to develop plans for their use of restricted funds. Furthermore, Finance, working in conjunction with Resources, identified 648 board-designated quasi-endowment accounts that could be consolidated into two funds to streamline accounting and to prepare for changes to the GAAP standards taking effect in FY19. The board approved this proposal in February 2018.

In FY17, the College launched a Strategic Growth Initiative, with support from the board, to explore other areas of revenue generation. Drawing upon the College's resources and assets, this included expanding summer programs, hosting special events, and expanding use of the College Club and the golf course. Overall, this initiative has resulted in increases in net income of $363,000 in F17 and $271,000 in FY18.

Even with these efforts, Wellesley remains highly dependent on tuition revenue and endowment spending. The budget process is evolving to more clearly identify priorities earlier in the process and to engage the organization in a more systematic review that looks critically across departments to identify areas that require additional investment and activities we need to discontinue. Even so, the College has run a deficit eight of the last 10 years on the basis of GAAP. We recognize that these operational deficits are not sustainable, and, as described above, we are moving forward to address these structural deficits.

Information, Physical, and Technological Resources

Physical Resources: Description

The College owns and maintains property that comprises nearly 500 acres bordering Lake Waban in the Town of Wellesley, Massachusetts. The campus proper consists of 62 academic, research, residential, athletic, and administrative structures. College buildings contain approximately 2.5 million gross square feet, approximately 90 percent of which are directly associated with student use. The College has 12 large residence halls and nine smaller houses, and five dining facilities. The residential facilities have a total capacity of approximately 2,200 beds, ranging from seven to 291 in bed count per building. The College also owns 105 housing units, including houses and apartments, rented to faculty and staff. In addition, the College owns and operates the nine-hole Nehoiden Golf Course.

Physical Resources: Appraisal

Wellesley's campus includes many historic buildings that require significant investment and maintenance. Over a number of years, the unfunded deferred maintenance in these beautiful buildings has grown significantly, as program priorities and responding to the 2008 financial crisis took precedence. As discussed in Standard 2, the College has undertaken significant planning for campus renewal, which was outlined in the Wellesley 2025 (W2025) plan. The total W2025 plan approved by the trustees in 2013 is expected to cost at least $587 million over the next decade. More recently, the College completed a Facilities Condition Assessment (last completed in 2007). Although the findings detailed the need for approximately $325 million over the next 10 years, the College has outlined a five-year plan to address $92.8 million in prioritized needs. The College also convened the Power4Women task force in FY18 composed of trustees, faculty, staff, and students to develop plans to address the deteriorating cogeneration plant as well as to outline steps toward achieving the greenhouse gas (GHG) emission reduction goals that are part of the College's 2016 Sustainability Plan. The working group made recommendations that were adopted by the Board of Trustees in October 2018 to spend approximately $24 million over the next three years to implement energy conservation measures, install a peak-shaving plant to reduce the cost of purchased electricity, purchase renewable electricity sourced through Wellesley Municipal Light Plant, and replace steam chillers with electric chillers. Together, these will significantly reduce greenhouse gas emissions and enable the College to meet the 2026 GHG reduction target ahead of schedule.

We are integrating these plans for campus renewal—W2025, deferred maintenance/infrastructure, and power plant/energy conservation—through the facilities planning process to make the most effective use of scarce resources for each project that touches a building, as discussed below. These projects will be funded by gifts to capital, bequests, debt, and cash from operations. However, the majority of funding is slated to come from cash from operations (in direct expenditure for deferred maintenance/campus renewal and to cover the costs of debt service). In January 2018, Wellesley took a first step by issuing $97 million in tax-exempt bonds, primarily to support the renovation of the Science Center.

Over the past five fiscal years, the College has spent approximately $150 million on major maintenance and capital construction projects associated with W2025. Major projects completed are listed below.

- Renovation of the 43,000-square-foot Pendleton West building to provide an expanded art facility with studios and teaching space, along with a 10,000-square-foot addition containing additional music rehearsal and performance space.
- Renovation of the 13,000-square-foot Schneider Center into office and administrative service space.
- Renovation of the Keohane Sports Center Field House to replace the aging enclosure (roof and walls) and install new tennis courts, basketball court, and fitness center.
- Renovations to Green Hall and Founders Hall to provide modernized classroom and academic departmental space for the humanities, consisting of offices, common spaces, and seminar rooms, and the Brackett Room in Clapp Library that houses the Writing Program.

- Campus renewal projects in several residence halls (Bates, Cazenove, Freeman, McAfee) to address critical deferred maintenance needs and upgrade shared spaces (common rooms, dining areas).

The College began five other planned projects in FY18 that are expected to continue throughout FY19 and beyond. These projects include the following:

- Renovate and construct the Science Center, along with new teaching greenhouses, the Center for the Environment, and the recently launched Paulson Ecology of Place Initiative (estimated cost $215 million, started FY18).
- Repair and upgrade eight residence halls over three summers, including safety upgrades, electrical and plumbing infrastructure repairs, bathroom renovations, and interior finish renewal (estimated cost $20 million; started FY18).
- Upgrade and replace the cogeneration plant, chiller plant, and boiler plant equipment to enhance the efficiency and reliability of its operations as part of an energy plan to achieve the College's sustainability goals (estimated cost $24 million, starting FY19).
- Repair infrastructure, maintain interiors, and upgrade several academic buildings including safety upgrades; mechanical, electrical, and plumbing upgrades; access improvements; exterior envelope repairs; interior wall reconfiguration; and interior finish renewal (estimated cost $11 million, started FY18).
- Upgrade elevators and access, including installing a new elevator for Billings Hall (built in 1880), and upgrade existing elevators in a number of academic buildings and residence halls (estimated cost $3 million, starting FY19).

The practicalities of funding and limited summer schedules have required some projects to be phased over several years, such as the five consecutive summers of work to update Green and Founders halls. We have significantly reconfigured other major projects to maximize the share of critical investment addressed and broaden their impact. For example, the renovation and expansion of the Science Center is now coordinated with the replacement of the aged greenhouses with the innovative design for [Global Flora](), a public-facing facility for scientific research and teaching with a broad array of botanical species and environments. Similarly, an initial plan to launch the enhancement of residential facilities with the total renovation of Munger Hall has shifted to a plan to address the significant deferred maintenance needs of multiple residential buildings. Although decisions to shift away from our original plans serve our ultimate goal of campus renewal, these changes often mean that the College has invested a substantial amount of time and money in architectural plans that are not realized.

While no peers fully address deferred maintenance, Wellesley lags behind its Small Liberal Arts College (SLAC) peers in renovation. Sixty-seven percent of Wellesley's buildings have not been renovated in more than 50 years, compared with 37 percent of SLAC peers. The College recognizes that addressing this problem will require planning, prioritization, and creative approaches. The updated facilities condition assessment, combined with the plan for energy conservation measures, previous planning for W2025, and ongoing program and facilities planning, allows our facilities team to prioritize projects informed by data on building systems as well as more obvious indicators of envelope failure. We are also embracing the need to improve accessibility on our campus, and our planning and design team is working in close coordination

with the Massachusetts Architectural Access Board to ensure ADA compliance in all new projects.

Information and Technological Resources: Description

Library and Technology Services (LTS) manages the information and technological resources at the College. Campus-wide, LTS is seen as a highly efficient organization focused on excellent service delivery. Over the past 10 years, the LTS organization (which reports to the Office of the Provost) has evolved several times to meet campus needs. Currently, LTS consists of 79.24 full-time equivalent employees within these functional groups:

- Library Collections manages the acquisition, description, maintenance, preservation and interpretation of library collections, resources, Special Collections, Archives, and the official records of the College; maintains the integrated library system; and directs the Book Arts Program.
- Research and Instructional Support partners with faculty and students across the curriculum to support innovation in teaching, learning, and research inside and outside the classroom.
- Business Analysis and Technology Solutions works with administrative functional offices to understand the business processes to help configure Workday and other administrative systems software to improve services and simplify business processes.
- Business Intelligence and Integrations is responsible for data integration among various software systems, and designs and develops various data warehouses for reporting and business intelligence.
- Technology Support Services supports the technological infrastructure for the College including computer hardware and software, telephones and voicemail, and the help desk.
- Systems and Networks supports infrastructure services for faculty, staff, and students, including data storage and the wired and wireless networks. This group is also responsible for information security in collaboration with other groups.
- Administrative and Web Development Solutions supports the public-facing website, the MyWellesley internal portal, and the administrative functions of the unit.

In addition, the chief information officer (CIO) oversees the Office of the Registrar, the financial operations within the Office of the Provost, and WellesleyX, the College's MOOC platform (see description in Standard 4).

The Advisory Committee on Library and Technology Policy (ACLTP) is a standing committee of Academic Council. This multiconstituency committee consists of faculty, staff, and students who advise the CIO on policies and priorities and significant issues relating to the use of information services in the work and lives of faculty, staff, and students at the College.[15]

Highlights of LTS's accomplishments can be found in its annual report. A statistical overview of library collections is available on its website.

---

[15] See legislation for a detailed description of the committee's membership, duties, and responsibilities.

**Information and Technological Resources: Appraisal**

Library collections have grown at a steady pace to support changes in the curriculum. The College has maintained its agile acquisition strategy, which takes into account emerging trends in the use of electronic resources (journals, databases, books, music, and video) and patron-driven acquisition. As shown in the graph, the proportion of electronic resources in our collection has increased from 43 percent to 52 percent since the 2014 interim report.

The information resources provided by the library continue to be essential to teaching, learning, and research. Throughout the year, librarians work with faculty, students, and staff to advance the mission of the College while being mindful of issues such as budget, space, and the rapidly changing world of scholarly communication. For example, with the support of the ACLTP, the library's Collection Development Policy was revised and updated to enable the College to stay abreast of the changes. Librarians and instructional

Library Collections

	Electronic titles	Printed/text volumes	Media

Year	Electronic titles	Printed/text volumes	Media	Total
2013–14	850,699	1,079,335	51,256	1,981,290
2014–15	934,906	1,082,389	39,527	2,056,822
2015–16	1,058,734	1,086,202	40,116	2,185,052
2016–17	1,099,411	1,090,696	40,599	2,230,706
2017–18	1,144,998	1,043,537	33,895	2,222,430

technologists partner with faculty and students across the curriculum to support innovation in teaching, learning, and research. This work exposes faculty and students to new tools and techniques through the course of their academic work. Examples include printing with recreated antique block prints, exploring responsible cultural representation through games, Digital Eleon, and crowdsourcing the transcriptions of Wellesley's collection of letters of poet and sculptor Anne Whitney. Additional project examples can be found on the Knapp Media and Technology Center and Research and Instruction Showcase websites. As mentioned in Standard 6, LTS staff have been instrumental in implementing the Blended Learning Initiative.

Our technological resources have undergone a complete transformation since our last comprehensive evaluation. As mentioned in the 2014 interim report, the College moved toward open-source software and the cloud by implementing GoogleApps for Education and the Sakai learning management system in fall 2012 and implemented a data warehouse and business intelligence tools to improve reporting and analysis (see Standard 8 for a detailed description). In addition, we have minimized the inefficiencies of systems like Banner by providing an open-source based ecosystem of web applications that satisfies the needs of the College, which has a very high return on investment.

Since then, our technological resources have continued to evolve. As mentioned earlier in this standard, the most fundamental change has been the implementation of Workday, a cloud-based administrative system, to replace the 25-year-old Banner system. The College decided to move
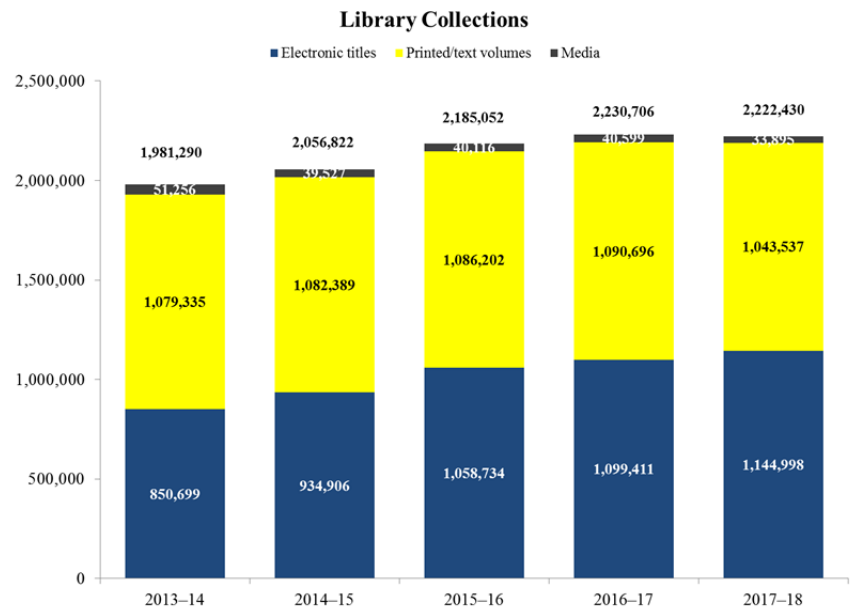
to Workday based on the need to completely rethink our strategy for enterprise resource planning and redo many of our business processes. Because it is modern and cloud-based; it is secure, compliant, and mobile; and it requires minimal coding and configuration, Workday aligns with College's strategic needs. We have rolled out our Workday implementation in different phases. On January 1, 2017, the College went live with Workday for human resources, payroll, and benefits, followed by finance, which went online July 1, 2017. These projects were implemented both on time and within budget, but not without the significant stresses that are to be expected when major system implementation changes touch literally every employee. One of the major benefits of the process has been the opportunity to improve and document various business processes. Workday provides a high level of transparency, which improves efficiency. For example, Workday has reduced the expense reimbursement time for faculty from several weeks or months to five business days. There remain varying levels of comfort in using the new systems, which the Workday teams are continuously working to improve.

We expect to transfer our reliance away from Banner for most of our work when the Workday Student module goes live on July 1, 2019, establishing Wellesley as an early adopter of this software. We have collaborated with Bentley University and California College of the Arts to hire consultants from Alchemy to build and deploy the Workday Student module, which will integrate with the existing HR, payroll, and finance functions and become the primary portal for academic and administrative services.

In addition to Workday, LTS has collaborated with other administrative units to implement best-of-breed solutions: Admission (Slate); Student Financial Services (PowerFAIDS); Career Education (Handshake and the Hive); Student Life (WebAiM); and Resources (Affinaquest/Salesforce).

Even with the improved efficiencies gained with the implementation of new software and systems, the College recognizes the challenges associated with the transition to new technology, including a continuous need to train faculty and staff to fully utilize the capabilities of new systems and build this cost into future conversion plans.

Projections

- Develop more avenues for supporting the recruitment, development, and retention of faculty, administrative staff, and union staff, including addressing issues of diversity and inclusion.
- Develop ways to engage the College community in understanding how resources are used to support programs, make decisions that look critically across departments, and make necessary trade-offs.
- Develop the link between capital planning and operational budget planning. Integrate technology planning with facilities planning at the start of all projects.
- Continue to monitor and respond to the changing financial aid needs of students and their families.
- Fast-track plans to prepare for a new fundraising campaign to support institutional priorities (i.e. inclusive excellence, campus renewal).

- Engage members of the community in discussions of how the College can do its work differently, more effectively, and more cost-effectively; reallocate resources to achieve these improvements; and streamline processes and procedures throughout the College.
- Develop a plan to address safety and other concerns in College facilities as well as enhanced emergency preparedness plans.

STANDARD 8: EDUCATIONAL EFFECTIVENESS

Overview

Wellesley has invested substantial resources and energy in improving the quality and integrity of institutional data to track student progress and guide institutional decision-making. Student admission, registration, and enrollment data are maintained in a data warehouse and accessed via our analytics platform, Wellesley Analytics Decision-support Applications (WANDA). The data warehouse serves as a repository for time series data, and the analytics platform is optimized to generate fast and accurate reporting. Student record data, updated on a nightly basis, are used to produce standard reports and explore and probe policy questions in a timely manner. WANDA has improved the College's access to administrative data while minimizing direct interaction with our student information system.[16] Analytics introduced the ability for an advanced end user to generate reports without having to rely on technical staff. In 2015, the College created institutional definitions of data to improve data integrity and defined user roles for data accessibility.

The Data Governance Committee, created in spring 2017, provides appropriate oversight of campus policies and procedures affecting how data are stored, accessed, or collected, and has established guidelines for user access. The committee evolved from the WANDA Advisory Committee, the representatives from the core group of offices that participated in the platform's development, and now includes a representative from each office or unit that serves as a steward or primary user of institutional data; the institution's representative to the Consortium on Financing Higher Education; and a faculty member. The assistant provost for institutional planning and assessment chairs the committee. The College's general counsel serves as an advisory member. The committee considers, recommends, and approves changes to policies and procedures affecting how data about members of the College community are collected, stored, and accessed. It also establishes user access levels and articulates the type of data that can be accessed for each level, oversees the process of responding to data requests, and reviews dashboards and other reports available from all institutional data.

The collaboration between the Office of Institutional Research (OIR) and Library and Technology Services (LTS) has been essential to ensuring student data are accurate, timely, and readily available through our analytical system. OIR has established effective partnerships with key campus stakeholders that maintain and use data (e.g., Office of the Registrar, Wellesley College Alumnae Association, Office of Admission, Student Financial Services, and Career Education). Analytical enhancements have allowed more efficient use of student-level data for curricular and co-curricular assessment and for tracking student success at the institutional and departmental levels. Wellesley faculty are actively engaged in analyzing student data to understand student experiences and learning outcomes, which has led to greater campus-wide engagement in ensuring student learning and success.

---

[16] Banner is the current student information system. The College will transition to Workday Student in fall 2019.

Assessment of Student Learning: Description

Departmental Assessment
Departments and programs established learning goals for their majors in 2009. In fall 2017, faculty refined learning outcomes to be more student-centered and to lend themselves to assessment; this process has encouraged greater faculty ownership of student learning. The goals for each major appear in the course catalog and/or on the website for the major/program (see E-series forms). Chairs and program directors also have access to the faculty department chairs' dashboard in WANDA to monitor trends in student enrollment, grade point averages by course level, the demographic profile of graduated majors, and curricular pathways through the major.

Departments and programs make changes to curricula regularly, from small tweaks to major overhauls. Regular discussion of the curriculum in light of student learning and enrollment patterns has led faculty to revise individual courses and the structure of majors to meet a variety of student interests and to address varied levels of preparation among Wellesley students. Faculty recognize that students may take different paths to complete a major, and thus restructure the curriculum to ensure that students have the opportunity to learn the intended skills and abilities regardless of which courses they take. Likewise, departments and programs understand that their curricula have to be flexible enough to prepare students for both jobs and further study after graduation.

Departmental Assessment: Case Studies
The following case studies illustrate several ways departments and programs have interpreted evidence to assess student learning and to revise their curricula.

Biological Sciences
Each year the department reviews specific aspects of its curriculum, including data describing individual students' trajectory through the course offerings during a summer retreat, in order to determine whether all majors are exposed to the core competencies and concepts outlined by the learning outcomes. In addition, faculty respond to two surveys to determine how well specific courses cover core concepts and emphasize the development of core competencies. Biological Sciences has made several changes to the curriculum as a result. For example, all 300-level courses have strengthened emphasis on communication and data interpretation skills to ensure all students can meet this learning outcome: "Effectively communicate orally and in writing about biological topics within the general public and with discipline-specific audiences." To further improve teaching, Biological Sciences has incorporated department-wide workshop-style meetings to share and explore pedagogical approaches that faculty colleagues have found to increase learning and understanding of core concepts.

Computer Science
One of the learning outcomes for Computer Science is for students to effectively communicate in a team-based setting and solve problems collaboratively. To this end, the department structures most courses to incorporate extended projects, often completed by teams of two to three students, where students design projects and formulate solutions on their own. Collaborative, pair programming for assignment and lab work is common in introductory and core intermediate

courses. The department has made revisions throughout its curriculum to incorporate more hands-on active learning activities in lecture classes and more pair programming in lab classes and on assignment work, and to assign more extensive team-based collaborative projects.

Economics
Economics has used data extensively to make curriculum decisions. For example, the department's previous analysis showed differences across student backgrounds in their likelihood of majoring in economics. African American and Latinx students are about 10 percent less likely than white U.S. students to major in economics, while Asian American students are two and a half times more likely and foreign students four times more likely to major in economics. To address the possibility that these differences reflect differences in high school preparation, the department has created an initiative that targets students with low quantitative reasoning assessment scores and first-generation college students to try to increase the accessibility of the economics major to students with varied high school preparation. After a year of experimentation with the format of the program, the department launched a half-credit class in 2018–2019 designed to complement the core required classes for the target group of students.

Italian Studies
Most students who major in Italian studies have a second major in another discipline. In response to this fact and their external review in 2017, the department has been strengthening its curriculum by making it more interdisciplinary, collaborating with other departments and programs—computer science, neuroscience, biology, and peace and justice—and rethinking the curriculum in a more interdisciplinary and comprehensive way within the framework of the study abroad programs, including the Wintersession course in Rome, the Eastern College Consortium programs in Lecce and Bologna, and summer internships in Italy.

Philosophy
One of the learning outcomes for a philosophy majors is to effectively defend a philosophical position both orally and in writing. The department has resolved to teach the mechanics of clear, precise, and persuasive writing in every course instead of assuming that these tasks will have been accomplished by a student's first two or three philosophy classes. The department chair reviews the transcripts of senior majors and notes trends and patterns concerning which courses are most commonly the first taken in the philosophy department and when students take the required history of philosophy courses. Many majors wait to take the required history courses in their senior year, so faculty changed their advising practices to encourage students to fit in these courses as soon as possible and require students who wanted to write an honors thesis to complete both history of philosophy courses prior to their senior year. To help students build confidence in writing early, the department piloted a program in which students enrolled in 100-level courses visit peer mentors who are senior majors in philosophy and provide writing support. Based on positive student feedback, the department will make the program a permanent element as of fall 2019.

Course-Level Assessment
Wellesley's culture of assessment, like the process of curricular innovation, is driven by individual faculty members who have taken the initiative to try new things in their courses. To strengthen this culture, the College provides faculty with grants and expertise to support the

assessment of student learning. In 2016, the College received an $800,000 grant from the Mellon Foundation to fund evidence-based teaching innovations (EBTI) for four years. This grant supports faculty efforts, across all disciplines, to incorporate research about how students learn into their teaching practices and provides for a full-time specialist who assists with faculty projects, activities, and workshops that educate them about EBTI and provides opportunities for faculty to share their evidence-based teaching practices with colleagues. This initiative also collaborates with campus partners on workshops and events related to teaching and learning. Thus far, the grant has funded 14 projects.

Now in its third year, EBTI is known as a helpful resource for Wellesley faculty in various disciplines, and at all career stages, who plan to innovate in their teaching practices. The interest of faculty members at all ranks in this initiative is critical as the College takes steps to renew the curriculum in a period when we are not growing the size of the faculty. The grant has also generated interest and enthusiasm about evidence-based teaching and assessment projects across campus. Assessment of the EBTI projects demonstrates an increase in student skill development and learning. For example, the grant supported changes in an intermediate cell biology laboratory course (BISC/BIOC 220) to create clear learning objectives and align assignments with the three enduring understandings of the laboratory curriculum and to make the relevance of the assignments more transparent to students. The project assessed the success of these changes based on feedback from students taking the course before and after it had been revised. Students taking the course after revision had fewer comments about improving workload, pacing, and alignment, demonstrating improved student perceptions of the course; recognized improvements to pre-lab material and enhanced lab/lecture integration; found assignments on scientific literature review helpful to their learning; and were able to connect their work to broader contexts.[17]

Co-Curricular Assessment
In the past, the College has relied primarily on survey data to determine the effectiveness of curricular and co-curricular programs. OIR administered six to eight surveys on a biannual basis, with the entering student, first-year orientation, and senior surveys distributed every year. In recent years, the assistant provost for institutional planning and assessment has shifted the focus of the office's work to enhance the quality and accessibility of student records and administrative data to support assessment and thereby reduce the number of surveys it conducts. To this end, OIR has collaborated with LTS to track students who participate in co-curricular programs by linking program participation to the student record. This mechanism allows for easier analysis and reporting on student progress and program effectiveness. Thus far, student participation is being tracked for seven programs: Wellesley Plus, QuestBridge, Mellon Mays, Posse Foundation, Extra Writing Support, MasterCard Foundation Scholars, and the Albright Institute. Staff have created dashboards to present a profile of participants and track their enrollment and graduation patterns. OIR continues to rely on surveys to assess other forms of student engagement, such as participation and satisfaction in clubs and other activities.

OIR assisted the International Study Committee in identifying the profile of students who study abroad. This analysis showed that first-generation students and Wellesley Plus participants

---

[17] These findings were presented at the 2018 Society for the Advancement of Biology Education Research Conference.

studied abroad at rates similar to other Wellesley students, indicating that the College's policies for providing financial aid to students when they study abroad have resulted in equitable access for students from these populations. However, the analysis also showed that students in the sciences were less likely to study abroad than students in the humanities or social sciences, and Asian American students were less likely to study abroad than other students regardless of discipline.

Although the office administers fewer institutional surveys, OIR regularly collaborates with other administrative units that wish to collect student feedback, most notably the Division of Student Life. Health Service administers the survey from the American Collegiate Health Association every two years, uses the results to target interventions to specific student populations, and presents the data to other student life units to support their programming. For example, tobacco cessation was not prioritized for programming or resource allocation for the student body as a whole because the 2016 survey found that fewer than 7 percent of students used cigarettes and fewer than 2 percent used e-cigarettes.

The current policy on Administrative Studies and Surveys encourages administrative units to consult with OIR when designing studies or surveys of their programs and/or services. OIR assists administrative units with determining the survey parameters and timing; the office distributes the survey and conducts analysis on a case-by-case basis. Most recently, OIR helped to develop and implement surveys to support the joint work of the Sustainability Committee and the Paulson Ecology of Place initiative. The results have been used to educate faculty, students, and staff on the importance of sustainable practices and the College's efforts to implement its sustainability plan.

Assessment of Student Learning: Appraisal

Despite the emergent culture of assessment on campus, the College as a whole has not developed institution-wide learning outcomes for Wellesley students or established learning outcomes for the distribution requirements. As discussed in Standard 4, the Committee on Curriculum and Academic Policy (CCAP) proposed different options for developing learning outcomes in spring 2018 with a plan to continue discussions in future semesters. Regardless of the agreed-upon path, the College will also need to develop a plan to assess its desired outcomes for student learning.

The increased faculty engagement in student learning assessment has made us rethink how our current processes can be restructured to support departments in this effort. The Office of the Provost has begun work to strengthen institutional support by proposing an expansion of the scope of responsibilities of the Committee on Educational Research and Development (ER&D). Currently, this group awards funds for course development and pedagogical travel grants. The Office of the Provost and the assistant provost for institutional planning and assessment are partnering with ER&D as this committee incorporates support for assessment activities into its charge with the goal of recommending a change in legislation to Academic Council before the end of the 2018–2019 academic year. The provost's office also plans to reevaluate the external review process for academic departments to increase the attention paid to evidence from learning assessment in program evaluation.

The College recognizes the importance of linking student learning outcomes at all levels: institution-wide, for each major, and within each course. Based on a representative sample of courses in 2017–2018, we estimated that only 40 percent of course syllabi included specific language about what skills or knowledge the students were expected to gain as a result of taking the course; fewer courses linked the skills and abilities students acquired in the course to the learning outcomes for their major. To address this issue, CCAP revised the new course form to require faculty to include a description of how the course fits into the existing curriculum and supports one or more of the learning goals for the major. However, more work is needed to ensure that students understand the learning goals for their majors.

Historically, we have devoted few resources to assessment; we need to reverse this course in order to allow the seeds of assessment to take root and bloom. Grants have assisted faculty at the course level, but they are time-limited. The Mellon EBTI grant will support the teaching and learning assessment specialist through the 2019–2020 academic year. Although the Howard Hughes Medical Institute grant extends the support of this position through the 2022–2023 academic year, the College needs to identify a permanent source of funding. Faculty and departments require more hands-on support to fully incorporate assessment of student learning in their routine activities. With current interest in assessment already exceeding capacity, a more robust infrastructure is needed to support assessment efforts at the course and departmental levels.

With new leadership in the Division of Student Life, we have an enhanced opportunity to assess co-curricular programs, but we will need to identify resources to undertake this work. Areas in the Division of Student Life with greater capacity to conduct their own assessment have used this evidence to make programmatic changes. A more comprehensive approach to co-curricular assessment would allow for systematic evaluation of programs, initiatives, and services to determine their effectiveness. Lastly, more work is needed to identify co-curricular learning experiences important for all students and determine how these experiences connect to institutional learning outcomes once developed.

Student Success: Description

OIR plays a central role in analyzing and reporting various student outcomes. The office meets regularly with the registrar to ensure that retention, graduation, and outcome measures are consistently reported to external entities. Recently, OIR changed its methodology for counting student enrollment to include students studying abroad, which ensures consistent reporting to the Integrated Postsecondary Education Data System, Common Data Set, and other external entities. Data on admission, enrollment, degrees, retention, and graduation appear annually in the OIR Factbook.

The College's approach to tracking outcomes after Wellesley has changed. Previously, OIR led this effort by administering surveys to graduates one year out and five years out. Currently, Career Education collects and manages information on student participation in internships, applications and acceptance rates for fellowships and medical programs, and student career

outcomes. In addition, the Wellesley College Alumnae Association (WCAA) maintains a database of over 35,000 living alumnae with information on their degree and occupational attainment. LTS has created a data visualization system for alumnae information called WENDY. OIR collaborates with Career Education and WCAA regularly to analyze these data and improve data quality. These collaborations allow OIR to devote its resources to other areas.


Student Success: Appraisal

Retention, Persistence, and Graduation
In the 2014 Interim Report, the College pledged to do a "better job analyzing the differences between our retention and graduation rates and those of our peer institutions, with a particular emphasis on how student backgrounds, identities, academic interests, and out-of-classroom experiences factor into their success." The College has made strides in understanding how students' backgrounds and identities have shaped their Wellesley experiences. On behalf of the Office of the Provost, a faculty member in the economics department has conducted an extensive analysis of student course enrollment and major choices to determine the effects of their racial/ethnic identities and socioeconomic status.[18] In general, these results show:

1. There are three broadly different Wellesley experiences: one for white students, one for Asian American and international students, and one for African American and Latinx American students.
2. African American and Latinx American students earn lower grades than white, Asian American, and international students, and this difference persists even after academic preparation and prior-year grades are taken into account. The graph below shows this example for African American students.

---

[18] *Data Regarding Inclusive Excellence at Wellesley*, March 2018

Academic Experience of African-American Students
Entering Fall 2007-Fall 2016
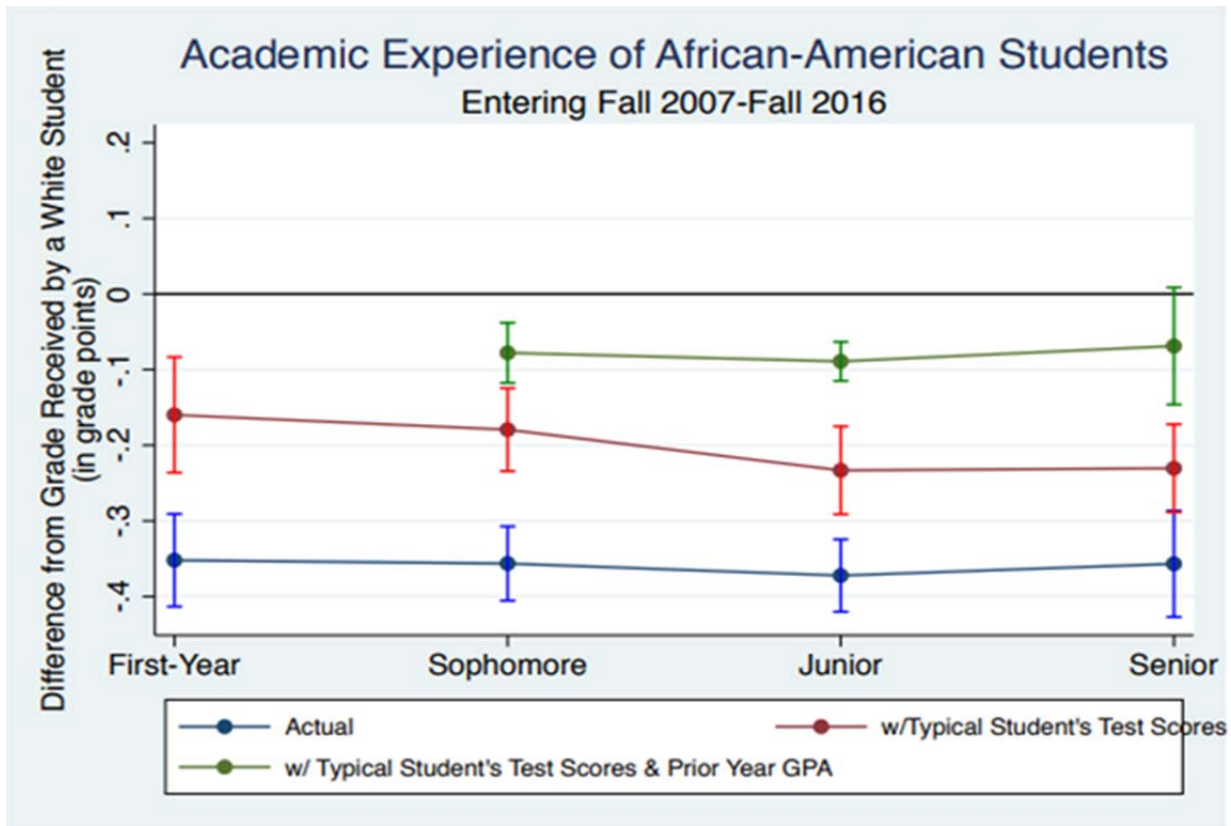
Taken from *Data Regarding Inclusive Excellence at Wellesley*, March 2018.

These findings suggests that the College needs to take a closer look at the structure of our first-year curriculum and pedagogy to close or mitigate some of the differences in preparation and ability at the outset of college, but also that we need to examine why we do not seem to be able to help students overcome prior disadvantages in their preparation and knowledge.

As shown in the Data First forms, Wellesley's first-year retention rate has ranged between 93 percent and 96 percent, and our six-year graduation has averaged around 92 percent for first-time students. Our retention and six-year graduation rates are higher than the national average and comparable to those of peer institutions. These rates do not differ substantially by student background. However, the pattern in four-year graduation rates demonstrates differences by race/ethnicity, first-generation status, and socioeconomic background. For example, the four-year completion rate for Latinx students (76 percent) is about seven percentage points lower than the overall student body (84 percent). Similarly, the four-year graduation rates for first-generation students and students with high financial need are slightly lower than the overall rate (80 percent and 81 percent, respectively). Preliminary analyses have revealed that the College needs to look at both academic performance and financial need to improve graduation rates among these students.[19]

---

[19] *Understanding the Determinants of Graduation Rates at Wellesley*, August 2018.

With the new federal reporting requirement for outcome measures for nontraditional students and Pell grant recipients, the College recognizes the need to pay closer attention to the graduation rates of Davis scholars, transfer students, and low-income students. For example, our Data First forms show that the eight-year graduation rates for full-time transfer students and Davis scholars is comparable to our first-time students. However, further analyses show that these rates are driven by the outcomes of transfer students. The completion rates for transfer students have ranged between 88 percent and 100 percent for the last 10 cohorts. There is more variability in the completion rates for Davis scholars; they have been as low as 69 percent in 2008 and as high as 100 percent in 2010.

The College has focused its efforts on defining and monitoring inclusive excellence. This priority provides a lens through which to examine differences in student experiences, behaviors, and outcomes identified above. In spring 2018, the Senior Leadership Team began its work with OIR to identify indicators to monitor progress on inclusive excellence based on institutional and survey data as well as data available for our peer institutions. Certain indicators, like faculty, staff, and student demographics, are already included in the Factbook. It will take time to identify other indicators and collect the appropriate data.

Post-Graduation Outcomes
Recent Wellesley graduates have strong career outcomes after graduation. Since 2016, Career Education has distributed the First Destination Survey to track where graduates land within six months of receiving their degrees. This survey adheres to the standards of the National Association of Colleges and Employers, which allows us to compare the outcomes of Wellesley alumnae with graduates of other higher education institutions nationwide. Overall, Wellesley alumnae have more positive outcomes than graduates who attended other baccalaureate institutions.[20] Wellesley graduates are more likely to be employed than other graduates with bachelor's degrees, and they participate in service programs at a higher rate.[21] In addition, Wellesley's graduates earned higher starting salaries than graduates from other institutions, on average $61,307 versus $50,253 for the class of 2017. The starting salaries of our graduates are lower than those at equivalently ranked coed institutions, an outcome that is likely attributable to lower wages for women in the labor market overall. We continue to seek salary data disaggregated by gender in order to understand how Wellesley graduates compare with female graduates nationally and with female graduates from our coed peer institutions.

---

[20] A positive career outcome is considered as being employed, enrolled in a graduate degree program, participating in a service/volunteer program, or serving in the military.

[21] Based on data from the National Association of Colleges and Employers.

Class of 2017 Career Outcomes
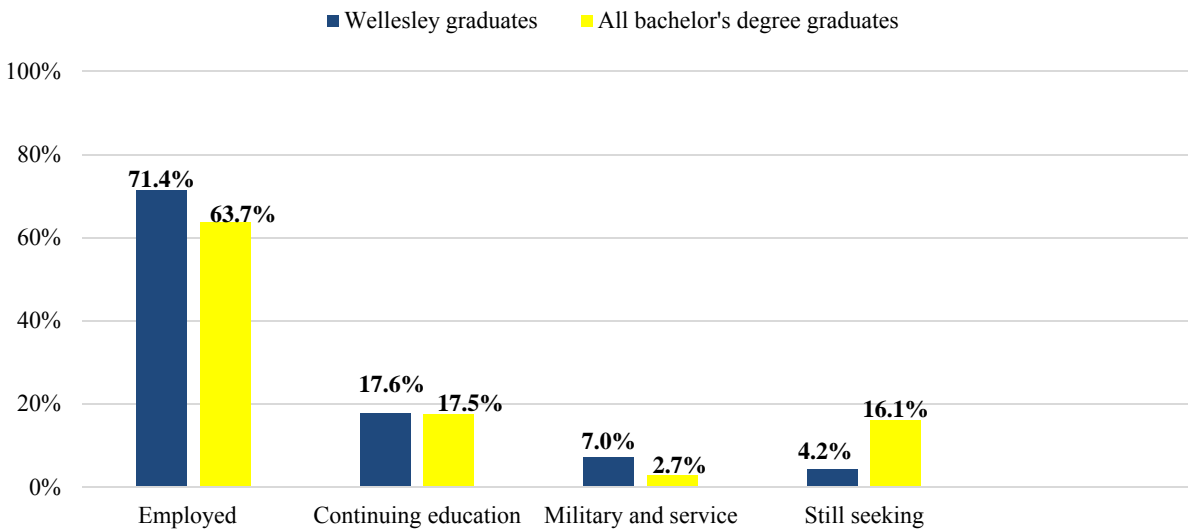
After graduation, Wellesley students do well in passing licensure exams and applying for fellowships and medical programs. Almost all Wellesley graduates taking the Massachusetts Test for Educational Licensure in the past three years have passed on the first attempt (30 out of 31). In addition, about 200 students and alumnae apply for prestigious internal and external fellowships and awards each year. About half of applicants are named as awardees, finalists, or nominees, or receive honorable mentions. Finally, Wellesley's acceptance rate into medical programs has averaged 69 percent for the past 10 years. Although this percentage has increased in the last the last two years, we recognize that our 10-year rate is lower than comparable institutions.[22] For example, the 10-year acceptance rate is 87 percent for Smith College and 82 percent for Swarthmore College; Amherst College averages a 75 percent to 80 percent acceptance rate each year. However, these lower acceptance rates may be expected if our peer institutions choose to support a select group of graduates in their medical program applications instead of any person who wishes to apply. We will seek more information about the practices of our peer institutions to understand how they compare with our own.

Wellesley alumnae have a strong track record on objective measures of success such as degree attainment, income, and occupational attainment. About half of living alumnae in the database have advanced degrees. Among the alumnae who have gone on to graduate and professional schools, about 20 percent have two or more graduate degrees.[23] Our alumnae surveys suggest that 80 percent of Wellesley alumnae pursue advanced degrees and that this rate is slightly higher than alumni from our peer institutions. Although the survey data would imply better outcomes, these results come from graduates who are willing to respond to our surveys. We have experienced a decline in the response rates, and thus seek to obtain graduate school data from the National Student Clearinghouse. Clearinghouse data will allow us to examine patterns in graduate degree enrollment and attainment, such as the average time Wellesley alumnae take off between their undergraduate and graduate careers and the number of alumnae who enroll in but

---

[22] Wellesley's medical program acceptance rate was 72 percent in 2016–2017 and 83 percent in 2017–2018.

[23] This figure excludes the most recent classes of alumnae, 2016–2018.

do not complete advanced degree programs. We have begun to connect clearinghouse data to institutional data so that we may understand whether these patterns of graduate degree attainment differ by student characteristics.
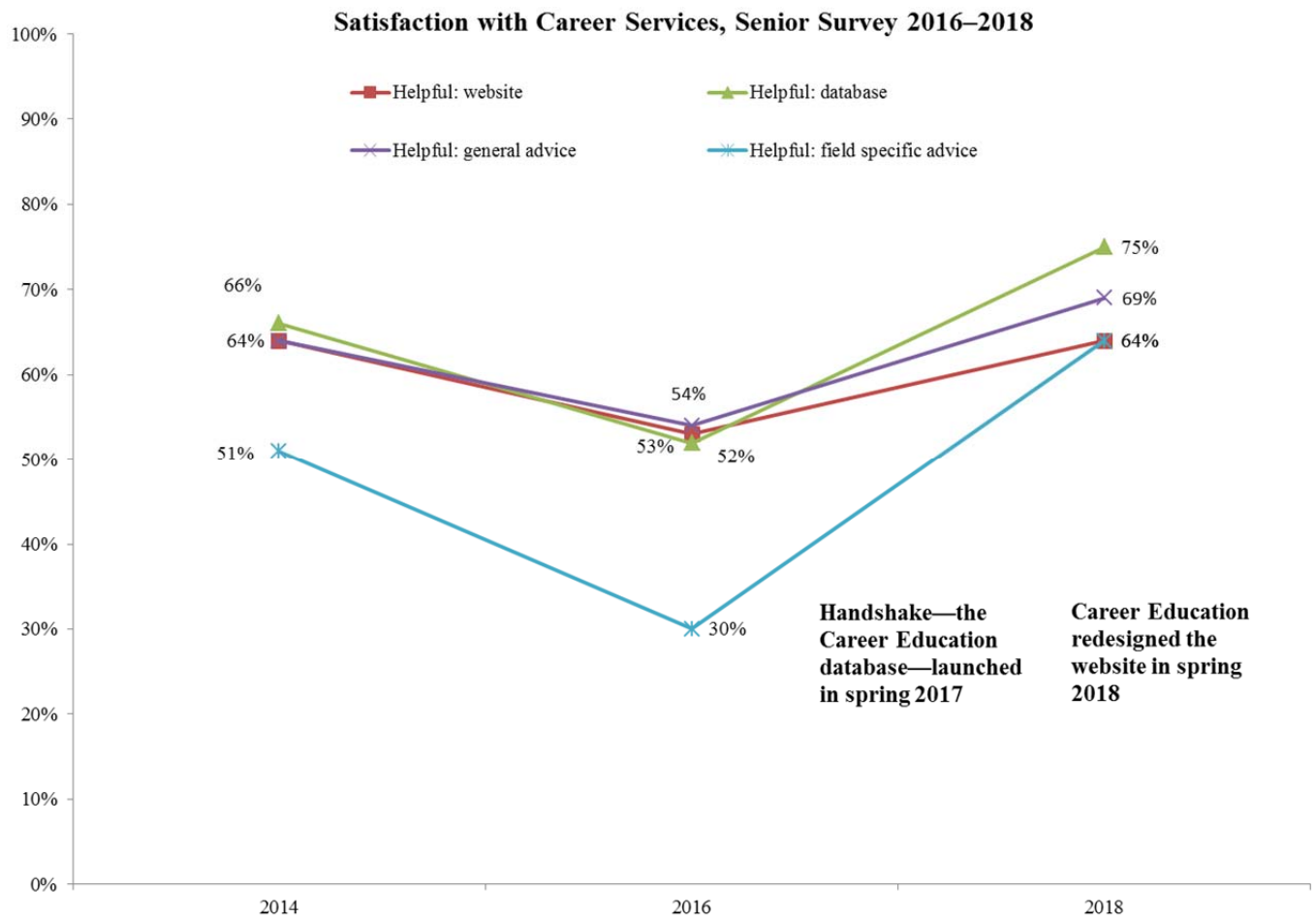
Tracking alumnae outcomes has improved the College's understanding of the value of Wellesley as a women's college in post-graduate experiences. Results from the 2014 Alumnae Leadership Survey showed that half of respondents cited their single-sex education as making a large or very large contribution to their success. Generation X and Millennial respondents were more likely than earlier classes to believe that attending a women's college contributed to their success. In addition, alumnae answering the survey rated themselves as being above average or in the highest 10 percent compared with their peers in these skills and abilities: written communication (92 percent), oral communication (82 percent), resilience (80 percent), and leadership (75 percent).

Data on student/alumnae satisfaction and post-graduation outcomes have shaped the way the College has implemented its Career Education model. From 2006 to 2015, data from the senior survey showed declining satisfaction with career services while the number of graduates who found jobs after graduation remained high.

Post-Graduation Employment and Satisfaction with Career Center Senior Survey Trends 2006–2015
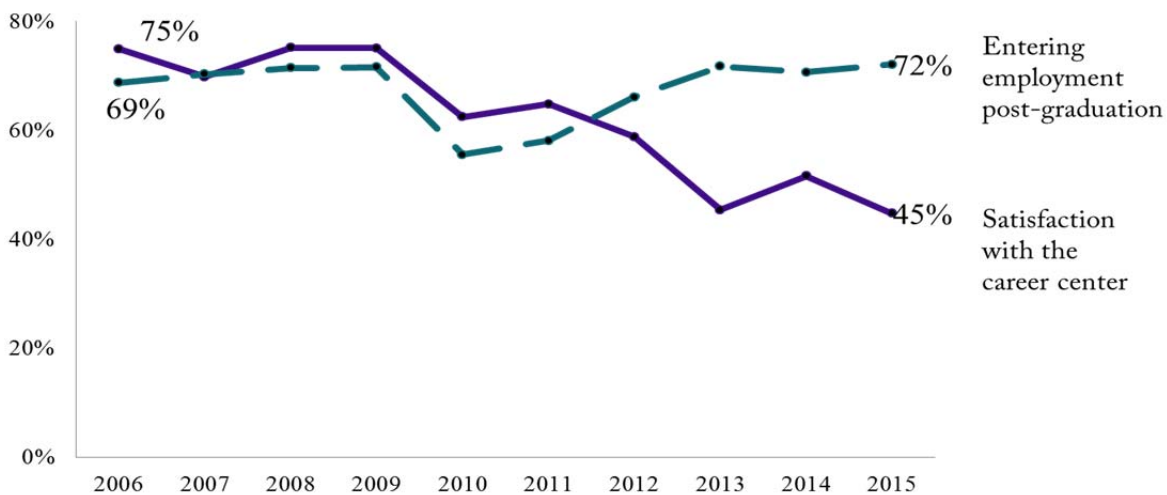
Results from the 2018 senior survey demonstrated the success of Career Education in meeting students' needs. Student ratings of the helpfulness of the website and jobs/internships database, as well as the staff's helpfulness in providing career advice in general and for specific fields/industry, have improved since Wellesley implemented its Career Education model in fall 2016. In addition, 67 percent of seniors reported being "very satisfied" or "generally satisfied" with career services.

Satisfaction with Career Services, Senior Survey 2016–2018

Legend:
- ■ Helpful: website
- ▲ Helpful: database
- ✕ Helpful: general advice
- ✳ Helpful: field specific advice

2014: 66%, 64%, 51%
2016: 54%, 53%, 52%, 30%
2018: 75%, 69%, 64%

Handshake—the Career Education database—launched in spring 2017

Career Education redesigned the website in spring 2018

Feedback from students and alumnae has led to a more intentional approach to connecting them to each other. Although Wellesley touts the strength of its network, open-ended comments in 2014 Alumnae Leadership Survey noted the difficulty in accessing other Wellesley alumnae, particularly those working in similar sectors or occupations. In addition, alumnae pointed out that networking was a skill that needed to be taught to students early in their Wellesley experience. These results, combined with focus groups of alumnae, influenced the creation of the Wellesley Hive, an online platform where students and alumnae interact to ask questions, seek guidance, and coach and inspire each other, as well as find paths toward their professional goals.

The College recognizes the need to determine whether the overall levels of success observed in fellowships, internships, advanced degree attainment, and short- and long-term career outcomes are similar once we disaggregate the data by student background and demographics. For example, we know that 86 percent of our 2017 graduates reported having had an internship during their time at Wellesley. However, many of the Wellesley-funded internships are not centrally managed. Departments and programs have endowment funds that pay for student summer internships and research experiences and have their own criteria for selecting students. Moving forward, it will be important to identify ways to collect better institutional data to track our success in ensuring all Wellesley students succeed regardless of their background and interests. In addition, input from alumnae, particularly the five shared identity groups, may help

the College identify additional post-graduation outcomes that best measure the success of Wellesley graduates of different backgrounds and identities.[24]

Projections

- Develop an assessment plan for institutional learning outcomes and the distribution requirements once these outcomes are developed.
- Strengthen the College's assessment infrastructure by revamping the external review process and expanding the scope of responsibilities of ER&D to provide institutional support of assessment at the department and course levels.
- Develop an assessment plan for co-curricular activities.
- Develop a centralized mechanism for tracking internship participation and connect National Student Clearinghouse data to existing institutional data to track post-graduation outcomes.
- Finalize indicators to measure progress on inclusive excellence and develop an analytical framework to examine and monitor differences in student success and outcomes by demographic background.
- Adopt a goal to close the first time, first-year four-year graduation gap among subgroups and close the six- to eight-year gap between transfer students and Davis Degree Program students.
- Assess the structure of the Davis Degree Program.

---

[24] The five WCAA shared identity groups are Wellesley Alumnae of African Descent, Wellesley Latina Alumnae Network, Wellesley Asian Alumnae Alliance, Wellesley Alum Pride Alliance, and Wellesley Jewish Alumnae.

STANDARD 9: INTEGRITY, TRANSPARENCY, AND PUBLIC DISCLOSURE

Description and Appraisal

In meeting the highest standards of integrity, we act in accordance with institutional principles, values, and norms, which form the basis for all our decision-making. We are mindful of the promises we make to our community and the need for us to demonstrate transparency in keeping them.

The issues of integrity, transparency, and public disclosure that dominate today's national conversation are central to campus debate as well. Today more than ever, community members want to see that in a chaotic world, our institution is consistently acting with honesty, openness, and accountability as it formulates and applies its policies and rules. Wellesley—and our board, administration, faculty, staff, and students—all are dedicated to living up to these standards.

Acting with integrity begins with the Wellesley College Board of Trustees, the Trustee Investment Committee, and the senior leadership, who rigorously review and disclose any conflicts with College vendors and money managers annually. With a new vice president for finance and administration as well as the implementation of Workday, the College is currently reviewing the process for identifying and disclosing conflicts of interest for other College employees beyond leadership.

More generally, the board fosters an atmosphere where issues of importance to the community can be openly considered. During the 2013–2014 academic year, the trustees discussed with the students of Fossil Free Wellesley, a student activist group, their request to divest the endowment from fossil fuels, and in the process highlighted the need for mechanisms to more easily bring community input on critical issues to the board. Subsequently, the trustees formed a multiconstituent committee that examined this question, and made several adjustments to investment committee processes as a result. First, they expanded the charter of the Trustee Proxy Voting Subcommittee to include a protocol for addressing issues raised by community members, and they changed the committee's name to the Subcommittee on Investment Responsibility to reflect this new role. They also expanded the subcommittee to include faculty and staff, as previously only students and trustees had participated.

Wellesley students are also committed to acting responsibly and with integrity; our student Honor Code is deeply valued in the community. As mentioned in Standard 5, the Division of Student Life has pledged community development of a student code of conduct to supplement the Honor Code.

Wellesley and its leaders—most recently, President Paula A. Johnson—have always reinforced the importance of academic freedom and freedom of speech. Whether exploring the very idea of freedom through Wellesley's Freedom Project, becoming a founding member of the New University in Exile Consortium to protect endangered scholars from around the world, supporting Wellesley community members and their families through the complexities of last

year's immigrant travel ban, or encouraging difficult conversations and civil debate following controversial speakers, Wellesley is deeply committed to free speech as a core value of a liberal arts education.

Wellesley is focused now on understanding what free speech looks like in an inclusive community. The 12-member Task Force on Speech and Inclusion was formed in May 2018 to develop a set of recommendations to foster and grow the community's capacity to engage in open and productive debate about challenging issues. We believe that it is through engaging in meaningful conversation and debate, including—perhaps especially—exchanging ideas with those whose views differ from our own, that we discover more about the world and learn to think critically. The goal of the task force is to encourage more members of our community to join the debate and express their views. This fall, the President's Commission on Ethnicity, Race, and Equity (CERE) will begin its fourth year. CERE continues to play an important role in moving our faculty, staff, and students toward greater inclusion as we pursue equity for all members of our diverse community.

The College is also focused on ongoing efforts to achieve transparency, making information that is needed for informed decisions about the College readily available. [MyinTuition](#) generates a reliable estimate of a student's cost to attend Wellesley based on her particular family finances. There are six simple questions, and it takes the average user just three minutes to answer them. As mentioned in Standard 5, this online tool quickly and easily makes clear that Wellesley is not only within reach for talented students, but is often their most affordable option.

Another example of working to enhance transparency is the process we will undertake in fall 2018 to identify a set of institutional values that help "dimensionalize" our mission statement and speak to the unique nature and potential of Wellesley College. Some of the values that guide Wellesley have been commonly understood for decades, but have not been formally articulated. Other values have emerged more recently in our institution's consciousness, and we are now focused on moving these more aspirational values to a place where they, too, are woven into the institution's fabric and become fundamental to our future. We intend to promote the set of institutional values that result from this process on our website and elsewhere so that our community and supporters become familiar with them. We will also use our institutional values to inform the strategic planning effort that is scheduled for spring 2019.

The notion of an "excellent liberal arts education" is at the core of our mission statement, and indeed is the focus of our faculty, staff, and students. We recognize the need to communicate more cogently with prospective students and their families and the general public about the nature of education at institutions like ours. In light of the expense of educating each Wellesley student, we hope to more effectively articulate the merits of a rigorous intellectual community for women and the rewards found in the varied fields of the liberal arts tradition. Our academic requirements, student life program, and opportunities for research and experiential learning unite to prepare students to acquire and appreciate new ways of thinking, new forms of analysis, and new skills during their academic careers and beyond.

In reviewing the College's institutional policies, we realized that significant work was needed to clarify the principles and rules that guide our institution. We identified some policies that are out

of date or difficult to find, and we found that a number of policies need to be developed. In part to address this issue, Wellesley hired a general counsel in the summer of 2017 who has begun to restructure our policies and the processes that govern their creation and continuous review. As an example of the work currently underway, during the summer of 2018, the general counsel, together with human resources, began a review and revision of all policies contained in the employee handbook. Going forward, the College will develop a "policy on policies" that establishes a process for policy development, approval, and implementation. To make policies easier to locate, the Communications and Public Affairs team is commencing a project to create a general counsel webpage that will serve as a central repository for all Wellesley policies. Finally, we are working more closely with our community to develop and ratify new policies. For example, at the start of this academic year, we responded to the community's desire for input in the development of a demonstration planning policy by initiating a process for gathering community feedback.

We are also working on clarifying and expanding the College's processes for dispute resolution. Over the course of the last academic year, the Accreditation Steering Committee held community listening sessions at which faculty, staff, and students raised a number of concerns regarding grievances or dispute resolution. Using the framework of the Data First forms, the committee identified that finding information on the College's website about resources and processes to resolve a problem posed a significant challenge. In spring 2018, Wellesley engaged a team of students from the Harvard Negotiation and Mediation Clinical Program to assess and analyze our current processes and structures for grievance and dispute resolution. The team confirmed that our current structure contained critical gaps in explaining the existing resolution processes and resources, and it recommended that we increase available resources for resolution, increase awareness and accessibility of those resources, and cultivate conflict competence to further community-building. The team found that some campus resources, notably the Title IX office, were overutilized due to a positive reputation for handling disputes, while other dispute resolution resources were less well-known and thus underutilized. In particular, the Harvard team recommended the expansion of Wellesley's Ombuds Office to offer the community a broader and more visible range of dispute resolution services, including mediation and training, as well as being able to direct stakeholders to other, more specialized resources. Wellesley also decided to enhance the visibility for community members of our [anonymous compliance hotline for complaints](#) by posting the link throughout our website, on Human Resource's Employee Resources page, the dean of students' page, the provost's page, the Title IX page, and the controller's page.

As detailed in the Data First forms, Wellesley's website strives to reflect the College—and its mission and values, policies and practices—fully and accurately. Wellesley's Communications and Public Affairs team follows a "continuous improvement" approach to the College's website rather than undertaking whole-scale redesigns. Having progressed over the course of a few years, by 2016, the website was fully responsive, functioning effectively on all platforms from phone to desktop. Wellesley also worked incrementally over time to make its webpages more accessible for individuals with disabilities, including vision impairments. In May 2017, the U.S. Office of Civil Rights notified Wellesley (and many other colleges and universities) that certain webpages were not accessible and that our work in this area would need to accelerate. Wellesley immediately took steps to address these issues and has resolved the complaint. Currently, we

ensure that our website remains accessible through training and monitoring. In addition, we implemented open-caption for our high-profile, broad-interest livestreams for full accessibility.

The College continuously updates the core pages of its website in order to keep basic information across all key content areas accurate, such as details on the application process, academic programs, residential life and student experiences, and alumnae outcomes. In the course of this day-to-day work, over the last year we added or enhanced pages related to current challenges such as Title IX, Immigration Resources, and Campus Police. We also created webpages to support events such as the Tanner Conference, the Ruhlman Conference, commencement, convocation, and the African Women's Leadership Conference. In addition, we develop work to help support faculty: faculty scholarship pages, the Year of Sustainability, Wellesley blogs, sponsored research pages, and the course browser.

To keep our community informed, and to tell the stories that demonstrate who Wellesley is and what we stand for, we produce the Daily Shot—the brief story that is posted to the College's homepage each weekday and sent on a weekly basis (in the form of a digest) to alumnae and other supporters. This content is then repurposed across the website. For example, a few years ago, we launched a new site to illuminate the humanities at Wellesley, we recently launched a site for the sciences, and we are now developing pages focused on the social sciences.

For key content areas, like those represented by the site's top-level navigation, we redesign individual sites one by one. For example, we redesigned Campus Life pages in 2016, built a new interactive site for Career Education in 2017 reflecting Wellesley's new groundbreaking Career Education model, and launched new Office of Admission pages in January 2019.

We also add other special-content sites: In 2015, we launched the site for the Albright Institute, in 2017 we developed the Freedom Project site, and in early 2019 we will launch a new site for the Newhouse Center for the Humanities.

Finally, Wellesley communicates important information to its community in many ways beyond its website. We email formal Community Announcements when there are important announcements to be made or there is news to convey. These are archived on the College portal, where other blogs containing useful information are also housed, such as the Wellesley Budget Q&A blog. We sustain very robust social media engagement, information is conveyed via a campus-wide network of video screens, and, as appropriate, we also embrace in-person communication in the form of town halls, listening sessions, and even teach-ins. For example, during the 2017–2018 academic year, the vice president for finance and administration and treasurer held "Budget 101" sessions with Wellesley's administrative staff to explain and answer questions about the College's operating budget. During January 2019, she delivered additional informational sessions in preparation for the upcoming budget. Wellesley also discusses issues of importance to the community in regular meetings of the Academic Council (which includes all faculty members, among others) and regular meetings of the Administrative Council (which includes all administrative staff).

Projections

- *Ombuds Office and Dispute Resolution.* Over the course of the next two to three years, Wellesley will expand its Ombuds Office to a more robust model, offering the community a broader range of services, including mediation and training, while establishing the office as the first stop for dispute resolution advice or information. We will improve available resources via phone, website, and/or software that will direct faculty, staff, and students to the resources, policies, and procedures appropriate to the nature of the dispute. We are also considering implementing software tools to streamline the reporting, tracking, analysis, actions, and closure of community concerns.
- *Policy Website.* Beginning this academic year, the general counsel's office will work with the Communications and Public Affairs team to create a website that serves as a central repository for all Wellesley policies. In addition, we will approve and post a policy that sets the terms for future policy approvals and reviews.
- *Website Design Update.* We will refresh the design of the core pages of the College's website with features such as larger type and more images, and we will enable more scrolling and less clicking. We will also streamline navigation to make it easier for both our external and internal audiences to find the information they seek.