



Wesleyan University

SELF-STUDY REPORT

TO

**THE NEW ENGLAND COMMISSION
OF HIGHER EDUCATION**

SEPTEMBER 23, 2022

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INSTITUTIONAL CHARACTERISTICS

Date: May 19, 2022

1. Corporate name of institution: **Wesleyan University**
2. Date institution was chartered or authorized: **May 26, 1831**
3. Date institution enrolled first students in degree programs: **1831**
4. Date institution awarded first degrees: **1833**

5. Type of control:

Public

State

City

Other

(Specify) _____

Private

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? **The General Assembly of Connecticut; Bachelor's, Master's, and Doctorate**

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 degree granting program

First professional degree

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

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

A doctor of philosophy or equivalent degree

Other doctoral programs _____

Other (Specify)

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

- | | |
|--|--|
| <input type="checkbox"/> Occupational training at the crafts/clerical level (certificate or diploma) | <input checked="" type="checkbox"/> Liberal arts and general |
| <input type="checkbox"/> Occupational training at the technical or semi-professional level (degree) | <input type="checkbox"/> Teacher preparatory |
| <input type="checkbox"/> Two-year programs designed for full transfer to a baccalaureate degree | <input type="checkbox"/> Professional |
| | <input type="checkbox"/> 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 ___12___ credit hours
 c) Professional ___n/a___ credit hours

11. Student population:

a) Degree-seeking students:

| | Undergraduate | Graduate | Total |
|-----------------------------|---------------|----------|---------|
| Full-time student headcount | 3,238 | 132 | 3,370 |
| Part-time student headcount | 147 | 64 | 196 |
| FTE | 3,287.0 | 153.3 | 3,440.3 |

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

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

| Program | Agency | Accredited since | Last Reviewed | Next Review |
|---------|--------|------------------|---------------|-------------|
| | | | | |
| | | | | |
| | | | | |

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 | | | |
| Wesleyan University - Cheshire Correctional Institution | X | | 14 |
| Wesleyan University - York Correctional Institution | X | | 0 (due to pandemic) |
| B. Out-of-state Locations | | | |

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 |
|--------------------|----------|-----------|
| | | |

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 |
|-----------------|--------------|-----------|-----|
| | | | |

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 |
|--------------------|----------|------------------------------------|-----------------------|--------------|
| Mango Languages | online | Mango Language | degree | 1.0 |
| iTalki HK Limited | online | Alternative language study options | degree | 1.0 |

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

CHIEF INSTITUTIONAL OFFICERS

| FUNCTION OR OFFICE | NAME | EXACT TITLE | YEAR OF APPOINTMENT |
|--------------------------------|---------------------------|---|---------------------|
| CHAIR BOARD OF TRUSTEES | John B. Frank | Chair | 2020 |
| PRESIDENT/CEO | Michael S. Roth | President | 2007 |
| EXECUTIVE VICE PRESIDENT | n/a | n/a | n/a |
| CHIEF ACADEMIC OFFICER | Nicole Stanton | Senior Vice President of Academic Affairs and Provost | 2020 |
| DEANS OF SCHOOLS AND COLLEGES | Roger Mathew Grant | Dean of the Arts and Humanities | 2020 |
| DEANS OF SCHOOLS AND COLLEGES | Demetrius Eudell | Dean of the Social Sciences | 2019 |
| DEANS OF SCHOOLS AND COLLEGES | Janice Naegele | Dean of the Natural Sciences and Mathematics | 2020 |
| CHIEF FINANCIAL OFFICER | Andrew Tanaka | Senior Vice President, Chief Administrative Officer and Treasurer | 2018 |
| CHIEF STUDENT SERVICES OFFICER | Michael Whaley | Vice President for Student Affairs | 2007 |
| PLANNING | Anne Laskowski | Chief of Staff and Director of Strategic Planning | 2020 |
| INSTITUTIONAL RESEARCH | Michael Whitcomb | Director of Institutional Research | 2006 |
| ASSESSMENT | Rachael Barlow | Associate Director for Assessment | 2016 |
| DEVELOPMENT | Frantz Williams Jr. | Vice President for Advancement | 2019 |
| LIBRARY | Andrew W White | Caleb T. Winchester University Librarian | 20118 |
| CHIEF INFORMATION OFFICER | David Baird | Vice President for Information Technology & Chief Information Officer | 2012 |
| CONTINUING EDUCATION | Jennifer Curran | Director of Continuing Studies | 2014 |
| GRANTS/RESEARCH | Carol Scully | Director of Corporate, Foundation and Government Grants | 1997 |
| ADMISSIONS | Amin Abdul-Malik Gonzalez | Vice President and Dean of Admission and Financial Aid | 2019 |
| REGISTRAR | Joshua Berry | Registrar | 2000 |
| FINANCIAL AID | Robert Coughlin | Director of Financial Aid | 2015 |
| PUBLIC RELATIONS | Renell Wynn | Vice President for Communications | 2019 |
| ALUMNI ASSOCIATION | Amy Raufman | Director of Alumni and Parent Programs | 2021 |
| OTHER | Anne Martin | Chief Investment Officer | 2010 |
| | Alison P. Williams | Vice President for Equity and Inclusion/Title IX Officer | 2019 |
| | David Winakor | General Counsel and Secretary of the University | 2007 |

18. Supply a table of organization for the institution. While the organization of any institution will depend on its purpose, size and scope of operation, institutional organization usually includes four areas. Although every institution may not have a major administrative division for these areas, the following outline may be helpful in charting and describing the overall administrative organization:
- a) Organization of academic affairs, showing a line of responsibility to president for each department, school division, library, admissions office, and other units assigned to this area;
 - b) Organization of student affairs, including health services, student government, intercollegiate activities, and other units assigned to this area;
 - c) Organization of finances and business management, including plant operations and maintenance, non-academic personnel administration, 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:

Named for John Wesley, the founder of Methodism, Wesleyan was chartered in 1831 by Methodist leaders and Middletown citizens. In its first decades, Wesleyan sought to place modern languages, literature, and natural sciences on an equal footing with the classics. Since the 1860s, Wesleyan's faculty has focused on original research and publication in addition to teaching; in 1870, Wesleyan constructed one of the first American college buildings dedicated wholly to scientific study. The earliest Wesleyan students were all male; from 1872 to 1912, a limited number of women were admitted. During the 1960s, Wesleyan began actively to recruit students of color; in 1970, female students were again admitted to the freshman class. A dramatic expansion in the size of the student body followed, and gender parity was achieved within several years. Wesleyan became fully independent of the Methodist church in 1937. Wesleyan's Graduate Liberal Studies Program, founded in 1953, is the oldest liberal studies program and the first grantor of the Master of Liberal Studies and Certificate of Advanced Studies degrees. The 1950s also saw the launching of the interdisciplinary Center for Advanced Study (now Center for the Humanities) and distinctive undergraduate interdisciplinary programs: the College of Letters and College of Social Studies. Doctoral programs in the sciences and ethnomusicology were instituted in the early 1960s. Wesleyan's programs and facilities expanded in the 1970s with the establishment of the Center for African American Studies and the Center for the Arts. The Mansfield Freeman Center for East Asian Studies was launched in 1987, the Center for the Americas in 1998, and the Center for Film Studies in 2004; the new Freeman Athletic Center opened in 2005, and the Suzanne Lemberg Usdan University Center and the adjacent renovated Fayerweather building in 2007. That year Michael S. Roth became Wesleyan's 16th president, and since then, the University has undertaken further facilities improvements—including a new home for the College of Letters, the Art and Art History Department and the Wesleyan Career Center, the renovation (currently underway) of the Pacific Affairs Center and preparations for a new life science building—launched five new interdisciplinary colleges, increased grant support for Wesleyan undergraduates who receive financial aid, enjoyed relatively strong fundraising success and concomitant growth in the endowment, made focused efforts with respect to equity and inclusion (in 2016 Wesleyan had its first ever woman chair of the board), and witnessed substantial increase in applications for admission.

MICHAEL S. ROTH
President

TABLE OF ORGANIZATION

AS OF AUGUST 26, 2022

FRANTZ WILLIAMS JR.
Vice President for Advancement

CHRISTINA POSNIAK
Associate Vice President for Development

PAUL DISANTO
Director of Leadership Giving

SARAH BENSON
Director of Development Research and Prospect Management

MICHAEL SCHRAMM
Director for Annual Giving

ROBERT MOSCA
Director of Major Gifts

MARK DAVIS
Sr. Philanthropic Advisor/Director of Gift Planning

KAREN WHALEN
Director of Athletic Fundraising

JENNIFER PECK
Executive Assistant to the Vice President of Advancement

CAROL SCULVY
Director of Corporate, Foundation and Government Grants

ELIZABETH MCCORMICK
Associate Director of Corporate, Foundation and Government Grants

KRISTIN MAGENDANTZ
Associate Director of Corporate, Foundation and Government Grants

KAREN KASPROW
Assistant Vice President and Campaign Director

ELIZABETH RACCIO
Assistant Director of Stewardship and Donor Relations

VACANT POSITION-10687
Director of Donor Relations

VACANT POSITION-18407
Advancement Writer

ANN BERTINI
Assistant Director of Stewardship and Donor Relations

JANE KIM DONINO
Director of Advancement Communications

KRISTEN WORONOFF
Director of Principal Gifts

DILRUK DE SILVA
Sr. Associate Director of International Advancement

COURTNEY BECHER
Associate Director of Principal Gifts

DEBORAH TREISTER
Director of Planning & Administration

DAWN ASTIN
Sr. Associate Director for Reporting and Gift Accounting

JENNIFER JURGEN
Director of Advancement Operations

KAREN HOOK
Advancement Database Administrator

AMY RAUFMAN
Director of Alumni and Parent Programs

GINA DRISCOLL
Associate Director of Alumni and Parent Relations

DANA COFFIN
Director of Special Events

CECILIA POHORILLE MCCALL
Director of Engagement

VACANT POSITION-10599
Associate Director of Parent Programs

MICHAEL WHALEY
Vice President for Student Affairs

CHERYL-ANN HAGNER
Director of Graduate Student Services

BARBARA SCHUKOSKE
Administrative Assistant V

LAURA PATEY
Dean for Academic Advancement

KELLY DUNN
Dean for the Class of 2025

DAVID PHILLIPS
Class Dean/Data Coordinator

JENNIFER WOOD
Dean for the Class of 2023

VACANT POSITION-10647
Administrative Assistant V for Academic Advancement

JOAN CHIARI
Administrative Assistant V for Academic Advancement

MICHAEL LYKAIOS GUERRERO
Dean of the Class of 2022

CRYSTAL HILL
Director, Student Academic Resources

JILL MATTUS
Executive Assistant to the Vice President for Student Affairs

RICK CULLITON
Associate Vice President/Dean of Students

KAREN SICILIANO
Administrative Assistant V

FRANCES KOERTING
Associate Dean of Students

DAVID TEVA
Director of Religious and Spiritual Life and University Jewish Chaplain

JOYCE WALTER
Director of University Health Center

MORGAN KELLER
Dir, Office of Intern Stud Svs

SCOTT RHODE
Director of Public Safety

DONNA DYER
Administrative Assistant III

TONY BOSTICK
Associate Director, Public Safety

JOSEPH MARTOCCI
Transportation Supervisor

AMIN GONZALEZ
Vice President and Dean of Admission and Financial Aid

CHANDRA JOOS
Director of Admission - Enrollment Strategies and Operations

SONIA VEGA
Manager of Enrollment Operations

VACANT POSITION-10172
Senior Assistant Dean of Admission

JORDAN NYBERG
Assistant Director of Admission Events

ALEXIS KAIDER
Admission Counselor

TARA LINDROS
Associate Dean of Admission - Director of International Enrollment

DIANE CRESCIMANNO
Office Coordinator

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Associate Dean of Admission - Director of Diversity Initiatives and Partnerships

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Associate Dean of Admission

MIRANDA ZUO
Senior Assistant Dean of Admission

ROBERT COUGHLIN
Director of Financial Aid

CLAUDIA MORROW
Associate Director of Financial Aid

JEN DUNCAN
Associate Director of Financial Aid

MATTHEW AKRE
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ANNE MARTIN
Chief Investment Officer

MATTHEW MAGENHEIM
Director

JONATHAN FARRAR
Director of Investments

KATIA PORTER
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JULIA TOFAN
Investment Analyst

DENNIS SUN
Investment Analyst

ARNAV PARIKH
Investment Analyst

VACANT POSITION-29212
Investment Associate

VACANT POSITION-29824
Associate Director

BRETT SALAFIA
Director, Operations & Investments

EMELYN BELEN INOA
Investment Operations Analyst

RENELL WYNN
Vice President for Communications

PHILIP GROVER
Executive Assistant to the Vice President for Communications

PATTI FAZIO
Assistant Vice President for Marketing and Communications/ Chief Marketing Officer

JAMES SIMS
Director of Strategic Communications

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Marketing and Outreach Coordinator

MELISSA DATRE
Director, Digital Marketing and Communications

JENNIFER CARLSTROM
Creative Director

IMELDA MONGILLO
Director of Operations

MAXX MCNALL
Director of Sports Information

CHARLES SALAS
University Editor

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Faculty Director, Mellon Mays Undergraduate Fellowship

VACANT POSITION-27706
Director, WesMASS

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for Academic Affairs

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Director, Institutional Research

RICK SHOUP
Institutional Research Analyst

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AMANDA DADDONA
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KARRI VAN BLARCOM
Senior Associate Registrar

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WESU General Manager

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Manager, Center for Prison Education

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Mentor-in-Residence

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and Strategic Initiatives

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Director, Continuing Studies

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Assistant Director for Curricular Initiatives

MARY ALICE HADDAD
Director, Office of Faculty Career
Development

KRISHNA WINSTON
Director, Susan B. and William K. Wasch
Center for Retired Faculty

JENNIFER ROSE
Director, Institutional Review Board

SONALI CHAKRAVARTI
Director, Allbritton Center for the
Study of Public Life

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Director, Patricelli Center for Social
Entrepreneurship

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ROBERT CASSIDY
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Center for the Study of Public Life

JENNIFER CALIENES
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Art Director

BENJAMIN CHAFFEE
Associate Director of Visual Arts

FIONA COFFEY
Associate Director for Programming and
Performing Arts

VACANT POSITION-27089
Visiting Scholar in the Center for the Arts

RANI ARBO
Campus & Community Engagement
Manager

VACANT POSITION-27611
Visiting Assistant Professor of Curatorial
Practice in Performance

VACANT POSITION-28085
Andrew W. Mellon Postgraduate Research
Fellow in Interdisciplinary Arts Practices

ARIANA MOLOKWU
Embodying Antiracism Initiative (EAI)
Associate Producer

MEGAN FLAGG
Executive Assistant to the Provost
and Senior Vice President for
Academic Affairs

DEMETRIUS EUDELL
Dean of the Social Sciences

ASHRAF RUSHDY
Chair, African American Studies

INDIRA KARAMCHETI
Chair, American Studies

ELIZABETH TRAUBE
Chair, Anthropology

PHILLIP WAGONER
Chair, Archaeology

VACANT POSITION-11117
Director, Center for African
American Studies

ERIK GRIMMER-SOLEM
Co-Chair, College of Social Studies

CHRISTIAAN HOGENDORN
Chair, Economics

DOUGLAS FOYLE
Chair, Government

WILLIAM JOHNSTON
Chair, History

PAULA PARK
Chair, Latin American Studies

JEFF RIDER
Chair, Medieval Studies

VACANT POSITION-11466
Director, Public Affairs Center

LORI GRUEN
Chair, Philosophy

JUSTINE QUIJADA
Chair, Religion

SUSANNE FUSO
Chair, Russian, East European, and
Eurasian Studies

JOSEPH ROUSE
Chair, Science in Society

GREG GOLDBERG
Chair, Sociology

VICTORIA PITTS-TAYLOR
Chair, Feminist, Gender, and Sexuality
Studies

EMMANUEL KAPARAKIS
Director of Centers for Advanced
Computing

DALIT KATZ
Director, Center for Jewish Studies

EMMANUEL PARIS-BOUVRET
Director of Language Resources and
Technology

VACANT POSITION-29606
Co-Chair, College of Education Studies

PETER RUTLAND
Co-Chair, College of Social Studies

ROGER MATHEW GRANT
Dean of the Arts and Humanities

TULA TELFAIR
Chair, Art and Art History

NATASHA KORDA
Director, Center for the Humanities

ANDREW SZEGEDY-MASZAK
Chair, Classical Studies

TUSHAR IRANI
Chair, College of Letters

HARI KRISHNAN
Chair, Dance

TAKESHI WATANABE
Chair, College of East Asian Studies

MATTHEW GARRETT
Chair, English

VACANT POSITION-11279
Director, Freeman Center for East Asian
Studies

SCOTT HIGGINS
Chair, Film Studies

ULRICH PLASS
Chair, German Studies

RONALD KUIVILA
Chair, Music

CATHERINE POISSON
Chair, Romance Languages and Literatures

MARCELA OTEÍZA
Chair, Theater

VACANT POSITION-25587
Manager '92 Theater

AMY BLOOM
Professor of the Practice in Creative
Writing

DOUGLAS MARTIN
Associate Professor of the Practice in
Creative Writing

JANICE NAEGELE
Dean of the Natural Sciences and
Mathematics

PETER SHATOS
Manager, Animal Care Facility

CAMILLE KEELER
Manager of Scientific Facilities and
Instrumentation

MIROSLAW KOZIOL
Senior Electronics Technician

HORACE CHAMBERS
Scientific Facilities and Property
Specialist IV

BRUCE STRICKLAND
Instrument Maker Specialist

EDWARD MORAN
Chair, Astronomy Department

MICHAEL SINGER
Chair, Biology

BRIAN NORTHROP
Chair, Chemistry

VACANT POSITION-11203
Chair, Environmental Studies

SUZANNE OCONNELL
Chair, Earth and Environmental Sciences

DAVID POLLACK
Chair, Mathematics and Computer Science

SCOTT HOLMES
Chair, Molecular Biology and Biochemistry

CHARLES SANISLOW
Chair, Neuroscience and Behavior

FRANCIS STARR
Chair, Physics

MATTHEW KURTZ
Chair, Psychology

DAVID STRICKLAND
Instrument Maker I

BARRY CHERNOFF
Chair, Environmental Studies Program

SETH REDFIELD
Director, College of Integrative Sciences

ISHITA MUKERJI
Co-Coordinator, Molecular Biophysics

DAVID BEVERIDGE
Co-coordinator, Molecular Biophysics

MICHAEL WHALEN
Frank V. Sica Director of Athletics and Chair, Physical Education

JONATHAN DEANDRADE
Assistant Athletic Director for Business Operations

DANIEL DICENZO
Adjunct Professor of Physical Education; Head Coach of Football

DREW BLACK
Adjunct Professor of Physical Education; Head Coach of Wrestling/Strength and Fitness Coach

PETER SOLOMON
Adjunct Professor of Physical Education; Head Coach of Swimming/Diving (Men's & Women's)

PHILIP CARNEY
Adjunct Professor of Physical Education; Head Coach, Men's Crew

LEO MAYO
Adjunct Associate Professor of Physical Education

SHONA KERR
Adjunct Professor of Physical Education; Head Coach of Squash (Men's & Women's)

WALTER JR. CURRY
Adjunct Associate Professor of Physical Education

PATRICK TYNAN
Adjunct Professor of Physical Education; Head Coach, Women's Crew

KIM WILLIAMS
Adjunct Professor of Physical Education; Head Coach, Women's Lacrosse

VACANT POSITION-11477
Adjunct Professor of Physical Education

BEN SOMERA
Adjunct Professor of Physical Education; Head Coach of Volleyball

MICHAEL FRIED
Adjunct Professor of Physical Education; Head Coach of Tennis (Men's & Women's)

JOSEPH REILLY
Adjunct Professor of Physical Education; Head Coach, Men's Basketball

KATE MULLEN
Adjunct Professor of Physical Education; Head Coach, Women's Basketball

JOHN RABA
Adjunct Professor of Physical Education; Head Coach, Men's Lacrosse

JENNIFER LANE
Adjunct Professor of Physical Education; Head Coach of Softball

CHRISTOPHER POTTER
Adjunct Professor of Physical Education; Head Coach, Men's Ice Hockey

GEOFFREY WHEELER
Adjunct Professor of Physical Education; Head Coach, Men's Soccer

MARK WOODWORTH
Adjunct Professor of Physical Education; Head Coach of Baseball

JODI MCKENNA
Adjunct Professor of Physical Education; Head Coach, Women's Ice Hockey

EVA MEREDITH
Adjunct Professor of Physical Education; Head Coach, Women's Soccer

RACHEL LUDWIG
Deputy Director of Athletics

VACANT POSITION-25987
Physical Education Coordinator

CHRISTINE KEMP
Adjunct Associate Professor of Physical Education

VACANT POSITION-28266
Head Coach, Women's Golf

STEPHEN ANGLE
Director, Center for Global Studies

ANITA DEEG-CARLIN
Associate Director for Intercultural Learning

JENNIFER COLLINGWOOD
Administrative Assistant V

EMMANUEL PARIS-BOUVRET
Coordinator, Less Commonly Taught Languages

VACANT POSITION-17118
Associate Dean for International Student Affairs

ABDERRAHMAN AISSA
Adjunct Assistant Professor in Arabic

PEDRO PASCUAL VILLANUEVA
Assistant Professor of the Practice in American Sign Language

EMILY GORLEWSKI
Director, Study Abroad

H.M FAZALEHAG
Assistant Professor of the Practice in Hindi/Urdu

CAMILLA ZAMBONI
affiliated faculty

VACANT POSITION-28574
Visiting Instructor, Center for Global Studies

ANDREW WHITE
Caleb T. Winchester University Librarian

SUZY TARABA
Dietrich Family Director of Special Collections and Archives

JILL LIVINGSTON
Associate University Librarian for Academic Services

NATHAN MEALEY
Associate University Librarian for Discovery and Access

CLAUDIA WOLF
Library Assistant V/Accounting Specialist V

MIYA TOKUMITSU
Curator, Davison Art Center

JESSICA STEELE
Library Assistant V/Library Facilities

WENDI FIELD MURRAY
Archaeology Collections Manager

VACANT POSITION-17265
Library Assistant V/Library Office (mornings)

VACANT POSITION-17283
Director of Academic Computing and Digital Library Projects

ERIKA FRANKLIN FOWLER
Director, Wesleyan Media Project

LAURA BAUM
Associate Director, Wesleyan Media Project

VACANT POSITION-28228
Postdoctoral Research Fellow, Wesleyan Media Project

VACANT POSITION-29852
Andrew W. Mellon Postdoctoral Fellow in Public History

BRYAN WINSTON
Andrew W. Mellon Postdoctoral Fellow in Digital and Visual Storytelling

ANDREW TANAKA
Senior Vice President, Chief Administrative Officer and Treasurer

LISA BROMMER
Associate Vice President for Human Resources

TOBY BATES
Assistant Vice President for Human Resources

CHERYL-ANN TUBBY
Administrative Assistant to the AVP for Human Resources

DONNA BREWER
Director of Employee Benefits

CHRISTINE DANIELS
Executive Assistant to the Senior VP & Chief Administrative Officer and Treasurer

DAVID WINAKOR
General Counsel and Secretary of the University

EMILY LUNDIE
Legal Assistant/Paralegal

CHRISTOPHER OLT
Associate Vice President for Finance

SUN CHYUNG
Director of Financial Planning

VALERIE NYE
Controller

MICHELLE MYERS-BROWN
Director of Auxiliary Services

LUIGI MARCONE
Assistant Vice President for Facilities Operations

MICHAEL CONTE
Director of Physical Plant Operations

WILLIAM NELLIGAN
Director Environmental Services

ROSEANN SILLASEN
Associate Director/Project Manager

JEFF MURPHY
Facilities Business Manager

BRANDI HOOD
Senior Facility Planner & Project Manager

ALAN RUBACHA
Assistant Vice President, Construction and Infrastructure

VICTORIANO DIAZ
Grounds Manager

MICHAEL ROSALIE
Project Manager

ANDREW PLOTKIN
Project Engineer

ANGELA WONG
Project Manager

JOSEPH BANKS
Project Manager, Construction Services

VACANT POSITION-29685
Project Manager

DAVE BAIRD
Vice President for Information Technology and Chief Information Officer

KAREN WARREN
Deputy CIO

RACHEL SCHNEPPER
Director of Academic Technology

HENK MEIJ
Manager of Unix Systems Group

ERIK GUIMBY
Director of User Services

JAMES TAFT
Assistant Director of Technology Support Services

DONNA MOORE
Administrative Assistant V

JOSEPH BAZELEY
Chief Information Security Officer

JERRY MAGUDA
Computer Operations Specialist

DAVID JARDIM
Identity and Access Management Administrator

STEVE MACHUGA
Senior Director of Enterprise Systems

VACANT POSITION-10101
Financial ERP/SaaS Systems Manager

JANE JVLKKA
Analyst Programmer, Project Leader

STEPHEN WINDSOR
Senior DBA

TOM DIMAURO
Analyst Programmer & DBA

DIANE WIDGER
PeopleSoft Analyst Programmer

MARIBETH MULDOON
PeopleSoft and SaaS ERP Analyst Programmer for Finance and HR

DARRELL LAWRENCE
Analyst Programmer

KEVIN KANE
Manager of Student Systems & Web Applications

PAUL TURENNE
Systems Analyst

HEATHER BROOKE
Special Assistant to the President

ANNMARIE DECKER
Assistant to the President - Events

DINA BURGHARDT
Assistant to the President

ANNE LASKOWSKI
Chief of Staff & Director of Strategic Planning

TABLE OF NECHE ACTIONS, ITEMS OF SPECIAL ATTENTION, OR CONCERNS

| DATE OF COMMISSION LETTER | DETAILED ACTIONS, ITEMS OF SPECIAL ATTENTION, OR CONCERNS | NECHE STANDARDS CITED IN LETTER | SELF STUDY PAGE NUMBER |
|---------------------------|---|--|------------------------|
| 01/08/2021 | Update on success in offering courses and academic programs via distance education | 4.45; 8.6 | 38-40; 80; 86 |
| 03/23/2020 | Site visit for Fall 2020 | COVID lock downs have prevented this to date | |
| 03/23/2020 | Emphasis on success in transitioning from associate to baccalaureate level program with attention on ensuring that the rigor of upper division courses is similar to those offered on main campus and faculty are appropriately qualified | 4.5; 6.3 | 25-26; 29 |
| 03/23/2020 | Emphasis on success in maintaining sufficient funding to support the BLS at Cheshire and York Correctional Institutions | 7.6 | 68 |
| 12/07/2017 | Emphasis on success in continuing to achieve financial goals | 7.4; 7.6 | 67-68 |
| 12/07/2017 | Emphasis on success in achieving enrollment goals for graduate programs | 5 | 34-37 |

GENERAL INFORMATION

INSTITUTION NAME: Wesleyan University

OPE ID: 00142400

| | |
|---|-------|
| FINANCIAL RESULTS FOR YEAR ENDING: | 06/30 |
| MOST RECENT YEAR | 2020 |
| 1 YEAR PRIOR | 2019 |
| 2 YEARS PRIOR | 2018 |

| ANNUAL AUDIT | |
|-------------------|-----------------------|
| CERTIFIED: YES/NO | QUALIFIED UNQUALIFIED |
| Yes | Unqualified |
| Yes | Unqualified |
| Yes | Unqualified |

FISCAL YEAR ENDS ON: 30-Jun (month/day)

| BUDGET / PLANS | |
|----------------|------|
| CURRENT YEAR | 2021 |
| NEXT YEAR | 2022 |

| | |
|------------------------|--|
| CONTACT PERSON: | Michael Whitcomb |
| TITLE: | Director of Institutional Research |
| TELEPHONE NO: | 860.685.5340 |
| E-MAIL ADDRESS | mwhitcomb@wesleyan.edu |

PREFACE

INTRODUCTION

Wesleyan University was first accredited by the Commission on Institutions of Higher Education of the New England Association of Schools and Colleges (NEASC, now known as NECHE) in 1929, and last underwent a comprehensive review in 2012. Since fall of 2020, the University has been engaged anew in the process of self-study, addressing the Commission's Standards of Accreditation. This report is the result of this process, but not its end. The self-study and upcoming evaluations will be of great interest to University stakeholders—and vital to University leadership as it judges the effectiveness of past actions and considers its plans for the future.

This self-study has undergone several phases, beginning with the Standards Committees developing bullet lists of topics that were posted for community feedback, and then turned into the first narrative drafts. Do we know who we are? Are we really who we think we are? How effective are we? These were questions faced by the various committees with varying degrees of directness. Early drafts tended to focus more upon description than appraisal; the process of having new eyes constantly reviewing the drafts led to a general acknowledgement that future drafts needed to look deeper, to spend less time on description and more on analysis and appraisal (which is exactly what NECHE has advised from the beginning). The first full narrative draft was posted publicly online in December 2021, and the second draft that incorporated community comments was posted in February 2022 for further community comments and discussion with the Board of Trustees. From those comments and discussions the Steering Committee developed a third draft, which was posted for additional community feedback and then submitted in early April to NECHE. The final report was prepared on the basis of further comments from the Wesleyan community and from NECHE.

Participants on the various committees included faculty, staff, and in some cases, students.

EXECUTIVE COMMITTEE

CHAIR: Michael Roth, *President*

VICE-CHAIR: Nicole Stanton, *Provost and Senior Vice President for Academic Affairs*

MEMBER: Andrew Tanaka, *Senior Vice President, Chief Administrative Officer and Treasurer*

STEERING COMMITTEE

CHAIR: Sheryl Culotta, *Associate Provost for Curriculum and Strategic Initiatives*

VICE-CHAIR: Michael Whitcomb, *Director of Institutional Research*

MEMBERS: Rachael Barlow, *Associate Director for Assessment*

Mark Hovey, *Associate Provost for Budget and Personnel*

Charles Salas, *University Editor*

Andrew Tanaka, *Senior Vice President, Chief Administrative Officer and Treasurer*

STANDARD 1 – MISSION AND PURPOSES

CHAIR: Charles Salas, *University Editor*

Amin Gonzalez, *Vice President and Dean of Admission and Financial Aid*

Renell Wynn, *Vice President for Communications*

Roger Grant, *Dean of the Arts and Humanities, Associate Professor of Music*

STANDARD 2 – PLANNING AND EVALUATION

CHAIR: Michael Whitcomb, *Director of Institutional Research*
Andrew Tanaka, *Senior Vice President, Chief Administrative Officer and Treasurer*
Anne Laskowski, *Chief of Staff and Director of Strategic Planning*
Frantz Williams, *Vice President for Advancement*
Demetrius Eudell, *Dean of the Social Sciences, Professor of History*

STANDARD 3 – ORGANIZATION AND GOVERNANCE

CHAIR: Charles Salas, *University Editor*
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Nicole Stanton, *Provost and Senior Vice President for Academic Affairs*
Anne Laskowski, *Chief of Staff and Director of Strategic Planning*
Rachael Barlow, *Associate Director for Assessment*
Andrea Patalano, *Chair of the Faculty 2020-2021, Professor of Psychology*

STANDARD 4 – THE ACADEMIC PROGRAM

CHAIR: Sheryl Culotta, *Associate Provost for Curriculum and Strategic Initiatives*
Nicole Stanton, *Provost and Senior Vice President for Academic Affairs*
Michael Whitcomb, *Director of Institutional Research*
Anna van der Burg, *former Registrar*
Andrew White, *Caleb T. Winchester University Librarian*
Andrea Patalano, *Chair of the Faculty 2020-2021, Professor of Psychology*
Gloster Aaron, *Associate Professor of Biology*

AREA OF EMPHASIS – GRADUATE PROGRAMS

CHAIR: Mark Hovey, *Associate Provost for Budget and Personnel*
Ed Moran, *John Monroe Van Vleck Professor of Astronomy*
Cheryl Hagner, *Director of Graduate Student Services*
Roger Grant, *Dean of the Arts and Humanities, Associate Professor of Music*
Jennifer Curran, *Director of Continuing Studies*

AREA OF EMPHASIS – DISTANCE EDUCATION

CHAIR: Sheryl Culotta, *Associate Provost for Curriculum and Strategic Initiatives*
Jennifer Curran, *Director of Continuing Studies*
Jennifer Rose, *Professor of the Practice in the Center for Pedagogical Innovation*
Rachael Barlow, *Associate Director for Assessment*
Rachel Schnepfer, *Director of Academic Technology*

STANDARD 5 – STUDENTS

CHAIR: Charles Salas, *University Editor*
Michael Whaley, *Vice President for Student Affairs*
Amin Gonzalez, *Vice President and Dean of Admission and Financial Aid*
Alison Williams, *Vice President for Equity & Inclusion/Title IX Officer*
Scott Houser, *Sr Asst Director of Admission and Financial Aid Info System and Data Management*
Michael Whitcomb, *Director of Institutional Research*
Anthony Hatch, *Associate Professor of Science in Society*
Michael Whalen, *Frank V. Sica Director of Athletics and Chair of Physical Education*

STANDARD 6 – TEACHING, LEARNING, AND SCHOLARSHIP

CHAIR: Sheryl Culotta, *Associate Provost for Curriculum and Strategic Initiatives*
Nicole Stanton, *Provost and Senior Vice President for Academic Affairs*
Alison Williams, *Vice President for Equity & Inclusion/Title IX Officer*
Michael Whitcomb, *Director of Institutional Research*
Mark Hovey, *Associate Provost for Budget and Personnel*
Ishita Mukerji, *Chair of the Faculty 2021-2022, Professor of Molecular Biology & Biochemistry*
Paul Erickson, *Associate Professor of History*

STANDARD 7 – INSTITUTIONAL RESOURCES

CHAIR: Charles Salas, *University Editor*
Andrew Tanaka, *Senior Vice President, Chief Administrative Officer and Treasurer*
Dave Baird, *Vice President for Information Technology and Chief Information Officer*
Christopher Olt, *Associate Vice President for Finance*
Steve Machuga, *Senior Director of Enterprise Systems*
Andrew White, *Caleb T. Winchester University Librarian*
Jan Naegele, *Dean of Natural Sciences and Mathematics, Alan M. Dachs Professor of Science*
Mark Hovey, *Associate Provost for Budget and Personnel*

AREA OF EMPHASIS – FINANCIAL GOALS

CHAIR: Andrew Tanaka, *Senior Vice President, Chief Administrative Officer and Treasurer*
Christopher Olt, *Associate Vice President for Finance*
Sun Chyung, *Director of Financial Planning*
Chandra Joos, *Director of Admission*
Andrew White, *Caleb T. Winchester University Librarian*
Mark Hovey, *Associate Provost for Budget and Personnel*

STANDARD 8 – EDUCATIONAL EFFECTIVENESS

CHAIR: Rachael Barlow, *Associate Director for Assessment*
Nicole Stanton, *Provost and Senior Vice President for Academic Affairs*
Michael Whitcomb, *Director of Institutional Research*
Sharon Belden Castonguay, *Executive Director of the Career Center*
Jennifer Rose, *Professor of the Practice in the Center for Pedagogical Innovation*
Stephanie Weiner, *Professor of English*

STANDARD 9 – INTEGRITY, TRANSPARENCY, AND PUBLIC DISCLOSURE

CHAIR: Rachael Barlow, *Associate Director for Assessment*
Renell Wynn, *Vice President for Communications*
Dave Winakor, *General Counsel and Secretary of the University*
Susanne Fusso, *Marcus L. Taft Professor of Modern Languages*

STANDARD 1: MISSION AND PURPOSES

STD. 1.1

| DOCUMENT | WEBSITE LOCATION | DATE APPROVED BY THE GOVERNING BOARD |
|---------------------------------|--|--------------------------------------|
| Institutional Mission Statement | wesleyan.edu/about/leadership/ | May 2010 |

INSTITUTIONAL OVERVIEW

We began working on the previous self-study in 2010, when the University was just finding its footing in the wake of the financial crisis. A new strategic plan had just been created, with three overarching goals:

- I Energize Wesleyan's distinctive educational experience
- II Enhance recognition of Wesleyan as an extraordinary institution
- III Work within a sustainable economic model while retaining core values.

The third was not the primary goal, so to speak, but it was the one where failure would most easily jeopardize the entire enterprise. In the end, the cancellation of expensive plans to build a teaching museum and new science building saved us from draining a diminished endowment; we became used to exercising financial restraint; and we launched a fundraising campaign (at a time when economic prospects looked dim) that proved our most successful ever. As a result, our endowment was better positioned to take advantage of rising markets, and today, the University's economic basis is far more secure than at the time of the last self-study. Now, unsurprisingly, the improved financial condition of the University (together with a sudden rise in inflation) is raising compensation issues, and these may well still be on employees' minds this fall when the NECHE committee comes to visit. With progress come new conditions, new issues. We take our substantial increase in applications since the last self-study as an indication of progress in enhancing recognition (goal II), but the increase has also meant more work for Admission, raising the issue of staffing. The pandemic has put pressure on all who work here, and the question of whether we are staffed appropriately is also likely to be on people's minds.

As with the last self-study, this one coincides with a new strategic plan. *Towards Wesleyan's Bicentennial* is a new plan (taking us to 2031) with overarching goals that build on the progress we have made over the past decade. The new goals are

1. Enhance our distinctive educational program, capitalizing on academic strengths
2. Build on our reputation as a leader in pragmatic liberal education
3. While enhancing access, make Wesleyan more sustainable through prudent management and diversification of revenue sources.

Comparison of triads shows we see no reason for dramatic changes in direction. That said, we are not complacent. These are broadly forever goals, pursued differently in light of changes in the world. With respect to our curriculum, for example, our response to political polarization and attempts to delegitimize democracy has been to increase our emphasis upon civic preparedness among our students while fostering their capacity to learn from those with whom they disagree. And there is interest here in developing a program in computational analysis that builds on our [Wesleyan Media Project](#) and focuses on data about opinions on threats to our democracy. The pandemic too will lead to changes. The shift to remote learning made clear to faculty, many of whom had been distrustful of online learning, the power of technology to make connections to students, and we expect lessons learned to enhance our educational program going forward. (Indeed, the new strategic plan calls for the development of Wesleyan Online, a suite of stand-alone classes and degree-oriented programs, though today we are feeling less optimistic about their ability to generate revenue in ways we would find appropriate.) The pandemic has made inequality all the more visible, and we will be making even stronger efforts to increase diversity, equity, and inclusion in our community. Key to this will be successful fundraising, reducing reliance on tuition and investing resources in financial aid.

As is suggested by the phrasing of Goal 1, we are not anticipating dramatic changes in our educational program, but this does not mean no changes at all. Currently being revised is a proposal for a College of Design and Engineering (CoDE) “focused on the intersection of design, engineering and the human consequences of their application in the creation of objects and systems.” While the new College seemingly has broad support, a number of faculty are concerned that the term “engineering” gives the false impression that Wesleyan will be offering an accredited engineering degree. Concern about the title, about the approval process being rushed, and about whether CoDE needs to be a “college” at all led to the proposal being voted down in May—an outcome which quickly led to intense discussion about the state of faculty governance. A vote on a revised CoDE proposal is likely in fall 2022. Proponents find it “a natural fit for the interdisciplinary ‘college’ model at Wesleyan” because it involves interactions with a variety of departments and programs. Certainly our colleges are distinctive parts of our educational program, but our use of the term “college” can be confusing—and not just to outsiders. (We discuss how Wesleyan defines colleges, departments, programs and centers in Standard 4.) Colleges and Centers here have long featured interaction and sometimes collaborative research; recent planning conversations have suggested that where most research and teaching has traditionally been conducted by individual faculty, there is interest here in seeing these conducted more collaboratively going forward.

Just as the financial crisis set the stage for our previous self-study, so the pandemic has set the stage for this one. Fortunately, Wesleyan’s success in achieving its financial goals allowed it to address the impact of the pandemic from a position of strength. Wesleyan is rated Aa3/AA by Moody’s Investors Service and Standard & Poors; and both rating agencies have identified credit strengths associated with balance sheet wealth, strong fundraising, consistent operating performance, and solid academic reputation. That said, the pandemic was stressful to say the least. Among students, the shift to remote learning led to a rise in academic integrity cases. And there are other signs of stress. The number of students with documented disabilities who require accommodations has risen 270% since the last self-study; the demand among students for mental health services continues to grow; and for all our oft expressed confidence in the long-term benefit of liberal education to the whole person, careerism is hardly absent in our students. The pandemic placed great demands on our faculty, forcing them to redesign their teaching and (often) their research. As acknowledged in a recent announcement, members of our community have had to live and work differently and doubtless experienced moments of extreme disconnectedness. A survey in fall 2022 will help us take stock of our collective mindset and wellbeing so that we can learn how best to make our community stronger.

A heartening lesson from the pandemic is just how much our students value being on our campus. And not a few professors who taught in-person were struck by how their students came up after class to thank them. Yes, the power of technology came to the fore and will likely lead to improvements in how we operate, but for those who doubt the long-term viability of schools like Wesleyan in the face of options provided through remote learning, the pandemic has reaffirmed the enormous value students place on the residential learning experience. Enormous value, no doubt, but what about the cost? Tuition and fees continue to rise. How much is too much?

At the heart of the education we offer is the interaction between faculty and students; the aspect of this that is most challenging is pre-major advising. It may be that WesMaps, the vehicle used to locate courses, is outdated; part of the problem is doubtless the combination of a curriculum that is open and a faculty that is invested in their own areas of research and not terribly familiar with the requirements for other majors and course offerings across the curriculum. Survey data is key to identifying areas (like pre-major advising) where we need to improve, but our ability to generate the data necessary for proper planning and evaluation has not kept up with demand. Dealing with survey fatigue is a challenge. Other

ongoing challenges on which we are making varying degrees of progress include broadening participation in faculty and student governance, the evaluation of teaching (be it by peers or students), grade inflation, and assessment of educational (academic and co-curricular) effectiveness.

As we complete this self-study, we are starting to construct (at long last) a new science building and have made great progress on the renovation of our Public Affairs Center. The PAC is one of the most distinctively *Wesleyanish* of our buildings, and not just because of the architecture. Since the 1950s, it has housed offices and classrooms for the departments of Economics, Government, History, and Sociology, as well as the College of Social Studies, but from the beginning those offices have not been segmented into departmental blocs, as at most other academic institutions. In the PAC, a sociologist finds an economist, a historian, and a political scientist next door or across the hall. The old PAC has always privileged interdisciplinary interaction among faculty; the new PAC doubles down on interaction by adding spaces for informal learning among students as well as faculty. The renovation can stand for how this self-study sees the University as a whole: shored up and improved along the lines of who we have been and who we want to be.

STANDARD ONE: MISSION AND PURPOSES

Description

The following mission statement, created as part of the last reaccreditation process and adopted by the Trustees in 2010, can be found on the University Leadership web page and features prominently in strategic planning ([see Workroom](#)):

Wesleyan University is dedicated to providing an education in the liberal arts that is characterized by boldness, rigor, and practical idealism. At Wesleyan, distinguished scholar-teachers work closely with students, taking advantage of fluidity among disciplines to explore the world with a variety of tools. The University seeks to build a diverse, energetic community of students, faculty, and staff who think critically and creatively, and who value independence of mind and generosity of spirit.

Appraisal

Until 2010, the University had had no formal mission statement. Indeed, there was resistance to having one at all for fear of characterizing Wesleyan in ways that would be limiting. (In recognition of this resistance, our last fundraising campaign was given the open-ended title “This Is Why” to encourage alumni to characterize the University in their own ways.) Historically, the closest thing to a mission statement had been the words of Wesleyan’s first president Willbur Fisk: “Education should be directed with reference to two objects—the good of the individual, and the good of the world.” These words, which may be considered a presupposition of the official mission statement, made an indelible impression and continue to be referred to today, although now the phrase “practical idealism” from the current mission statement is frequently heard. That phrase, used by Wesleyan’s 11th president Victor Butterfield, characterizes many campus activities, including the University’s civic action plan and the “Wesleyan Engage 2020” initiative.

The President has pointed to a productive tension in the mission statement between “*boldness*” and “*rigor*” and between “*practical*” and “*idealism*” as signaling something of Wesleyan’s distinctiveness. In 2020-21, he conducted a series of strategic planning conversations with departments and committees across the University—conversations that began with asking for thoughts on what makes Wesleyan distinctive. Top of mind was its scholar-teacher model—which is based on the premise that a robust liberal arts education is most effectively provided by instructors who actively contribute to the state of knowledge and practice in their respective fields. This model continues to be supported by relatively light teaching loads, a generous sabbatical policy, and a program of grants in support of scholarship and pedagogical innovation. In the sciences, graduate programs facilitate the conduct of high-level laboratory-based research that further bolsters the connection between scholarship and undergraduate education. Naturally, there remains a tension between the intellectual independence and focus fostered by the scholar-teacher model and the goal of ensuring a broad and coherent education in the liberal arts. (See Std 8.)

Today, interdisciplinarity is hardly unusual in liberal education, but Wesleyan’s tradition of interdisciplinarity, which began in the 1950s with the College of Social Studies and College of Letters, is viewed here as distinctive—and is alluded to in the mission statement’s “*taking advantage of fluidity among disciplines to explore the world with a variety of tools.*” While the benefits of interdisciplinarity are well understood here, disciplinary expertise is often viewed as their precondition. The tension between commitment to traditional departments and the interdisciplinary, experimental ethos can be productive—or not—and there is concern about the pressures upon junior faculty when their interests and energies move across

disciplines. The degree to which interdisciplinarity should arise organically from faculty interests or be stimulated “top down” is an open question. On the one hand, interdisciplinary projects cannot succeed without naturally occurring interest from the faculty; on the other hand, existing administrative structures often disincentivize working across disciplines. Thus, there is an important role for top-down support of infrastructure to facilitate interdisciplinary work, as well as to prevent existing structures of academic power from stifling interdisciplinary work. The need to offer traditional and still vibrant modes of inquiry is in uneasy balance with the desire to provide new academic offerings addressing contemporary concerns. Faculty who wish to design new courses or modify existing ones can turn for support to our [Center for Pedagogical Innovation](#).

Still, since the middle decades of the twentieth century Wesleyan has been an important home for a particular American brand of *experimentalism* that runs deeply through the research and pedagogical outlook of our faculty. While its historical origins include relationships with pioneering artists and intellectuals (like John Cage and Judith Butler), the contemporary import of experimentalism lives on in our commitment to challenging tradition, skewering hierarchies, and critiquing received norms—bringing *rigor* to the *boldness* of experiment. We foster this inherently interdisciplinary perspective in the cross-modal structure of our institutions. The connections of the Center for the Arts to disciplines across the curriculum are considered particularly varied and stimulating, and over the past decade Wesleyan has launched a number of successful interdisciplinary programs, including the College of the Environment, the Allbritton Center for Public Life, the College of East Asian Studies, the College of Film and the Moving Image, and the College of Integrative Sciences. Foundational to our experimental perspective is a commitment to *participatory learning*. Wesleyan’s historic gamelan orchestra program is a prime example of a participatory culture on campus; no previous knowledge of Indonesian music is required to join this ensemble, but simply a willingness and openness to forms of musical organization. Learning is grounded in doing, and the collective effort is the pedagogical product. This come-as-you-are approach is designed to reward engagement rather than preparation and is therefore a key element of ongoing equity and inclusion work. This laboratory-like ethos seems to be growing in appeal across the curriculum, with faculty increasingly interested in team-teaching as well as seeking to involve students in the communal production of knowledge rather than simply its absorption.

Of course, Wesleyan has far more in common with liberal arts peers than difference, and those looking for distinctiveness may see more than is really there. We have long considered our *open* curriculum distinctive, though that openness is doubtless less unusual than in the past. Here, traditional curricular “distribution requirements” are replaced by “general educational expectations,” allowing students to take an active role in constructing their own academic programs while encouraging them to pursue a suitably broad-based liberal arts education. In making their course selections with the guidance of faculty (peer advisors help with course registration), students are expected to take at least three courses from at least two different departments in the respective areas of humanities and arts (HA), social and behavioral sciences (SBS), and natural sciences and mathematics (NSM). While fulfilling these expectations is not required for graduation from Wesleyan, some majors and some honors (such as election to Phi Beta Kappa) require their completion. NSM majors are by far the most likely to fulfill these expectations. Overall, however, it may be admitted that the experience of students with pre-major advising and navigating the open curriculum may not always meet *their* expectations. (See Std 8.)

The mission statement addresses the work of our scholar-teachers, but not theirs alone. As the president frequently reminds staff, “We are all educators.” As part of an exercise, staff in Communications, ITS, the General Counsel, and Admissions reflected on the manifestation of the mission statement’s “boldness, rigor, and practical idealism” in their realms. Admissions staff, for example, saw boldness in their

willingness to reassess procedures and policies through different lenses—as evidenced in DACA/Undoc review, test-optional, and Posse partnership. Boldness in the realm of ITS had to do with willingness to reimagine with campus partners how to implement and support digital tools and systems, such as Zoom, ServiceNow, Workforce time, and a new SaaS ERP. The General Counsel saw rigor in the dissemination of key legal principles, policies, and procedures throughout the organization in order to affect University culture. The Office of Communications associated rigor with exceptional editing and writing and viewed its storytelling about impactful accomplishments as characterized by practical idealism.

Wesleyan no longer stands out as “[Diversity University](#),” but still considered distinctive here is the degree of attention paid to equity and inclusion—be it the longstanding presence of Upward Bound on campus or the Astronomy Department’s focus on graduate students from underrepresented groups or the attention given to inclusive access in the design of the new Life Sciences Building. From admission to graduation, the University makes every effort to achieve equitable outcomes for all students, regardless of background or identity with attention to the whole individual. Our mission statement highlights building a “*diverse, energetic*” student body, and this has been a primary goal of the Office of Admission. Geographical diversity has increased; the class of 2025, for example, includes students from 46 states and territories as well as 37 countries. The Posse Veteran Scholars program (10 veterans enrolled per class since 2013) has brought vastly different life experiences and perspectives into the mix, and our fourteen-year partnership with QuestBridge continues to bring between 25 and 30 new high-achieving, low-income scholars, most of whom are also first-generation, to campus each year. Although the University is now need-aware in admission, it meets 100% of the demonstrated financial need of all admitted students. As a member of the American Talent Initiative which seeks to expand access for low- and moderate-income students, Wesleyan is committed to increasing the Pell-Eligible population of students on campus to 20% or more in the near future. The decisions to go test-optional 8 years ago and to provide increased access for undocumented students (considering them in similar fashion to domestic students) 6 years ago have been helpful in constructing a diverse student body. Both policy changes increased access. Increasing the diversity of the student body has occurred simultaneously with emphasizing an appreciation for difference, starting with the first-year student orientation programs that emphasize community standards of respect for others, and a residential education program that values all students’ identities.

International students add to the diversity of our student body, and since 2010 the number of international students has increased by 45%. The Class of ’14 had 53 international students, and the Class of ’24 had 77. Wesleyan’s embrace of the global—reflected in the recent creation of the Fries Center for Global Studies and the breadth of the languages and musical traditions taught together with the degree of emphasis on intercultural learning—is another characteristic noted by faculty as distinctive.

For its part in creating a diverse community, the Office of Academic Affairs, together with the Office for Equity & Inclusion (OEI), has increased the percentages of women faculty and international faculty, and continues to make strong efforts to recruit faculty of color, creating a new Opportunity Hiring policy for both faculty and staff for this purpose. As of September 2021, ten of the last fourteen tenure-track faculty hires are persons of color. Still, retaining faculty of color has been a problem. In response, Human Resources has been partnering with OEI to diversify the applicant pool for staff positions and to create an inclusive work environment by developing intercultural competencies, increasing awareness of implicit biases, and building skills in communication across differences among all community members.

The mission statement also refers to “*independence of mind*,” and to encourage that independence on our famously progressive campus, we have raised funds to hire more faculty who represent viewpoints in the conservative range of the spectrum so that students may benefit from a greater diversity of

perspectives on matters such as economic development, international relations, the public sphere, and personal freedom.

Are we successful in pursuing our mission? We judge that in any number of ways—from graduation rates and surveys of student satisfaction to the accomplishments of our faculty and alumni—and we try to make that success evident in the stories we tell in such venues as the *Wesleyan Connection*, *Wesleyan University Magazine*, [You Make Us Wesleyan](#) (admitted student web pages) and News@Wes.

PROJECTION

- Changes to the mission statement may be proposed at any time, and, if deemed appropriate, implemented by the Board of Trustees. While we do not see changes in our fundamental mission—to provide an education in the liberal arts that is characterized by boldness, rigor, and practical idealism—we pursue that mission in light of changes in the world.
- Wesleyan has sought to be at the forefront in promoting the value of liberal education (in the short and long terms), and its president has published several books and many articles and op-eds in this effort. That value is not always immediately evident to some, and the new strategic plan makes strengthening connections between liberal learning and lifelong learning a primary objective.

STANDARD 2: PLANNING AND EVALUATION

STD. 2.1

| PLANNING | DATE APPROVED BY THE GOVERNING BOARD | EFFECTIVE DATES | WEBSITE LOCATION |
|----------|--------------------------------------|-----------------|------------------|
|----------|--------------------------------------|-----------------|------------------|

STRATEGIC PLANS

| | | | |
|----------------------------------|--------|-----------|---|
| IMMEDIATELY PRIOR STRATEGIC PLAN | Mar-22 | 2017-2022 | 2020.blogs.wesleyan.edu/framework-for-planning/ |
| CURRENT STRATEGIC PLAN | Nov-21 | 2022- | wesleyan.edu/strategicplan/ |
| NEXT STRATEGIC PLAN | | n/a | |

OTHER INSTITUTION-WIDE PLANS*

| | YEAR COMPLETED | EFFECTIVE DATES | WEBSITE LOCATION |
|------------------|----------------|-----------------|---|
| MASTER PLAN | | | wesleyan.edu/construction/masterplan.html |
| ACADEMIC PLAN | | | |
| FINANCIAL PLAN | | | |
| TECHNOLOGY PLAN | 2019 | 2019 | wesleyan.edu/its/about/CIO_docs/ITS Strategic Plan.pdf |
| ENROLLMENT PLAN | | | |
| DEVELOPMENT PLAN | | | |

PLANS FOR MAJOR UNITS (E.G., DEPARTMENTS, LIBRARY)*

| | | | |
|--|--|--|--|
| | | | |
| | | | |

EVALUATION

ACADEMIC PROGRAM REVIEW

| | WEBSITE LOCATION |
|---|------------------|
| PROGRAM REVIEW SYSTEM (COLLEGES AND DEPARTMENTS). SYSTEM LAST UPDATED: | |
| PROGRAM REVIEW SCHEDULE (E.G., EVERY 5 YEARS) | |
| Sample program review reports (name of unit or program)* (see workroom, Std 2) | |

STANDARD TWO: PLANNING AND EVALUATION

PLANNING

Description

In November 2021, the Board of Trustees adopted [Towards Wesleyan's Bicentennial](#) as a framework for strategic planning over the next ten years. Drafted by the President and discussed in various fora beginning in spring 2020, this plan reflects the input of faculty, trustees, staff, alumni, and students. In some respects, spring 2020 was an odd moment in which to think about a new strategic plan. The pandemic had made the future wildly unpredictable, and the University was already anticipating making significant investments in facilities. At the same time, the abrupt changes in operations highlighted new opportunities, and the general sense of uncertainty made the strategic allocation of resources all the more critical. To capture forward-thinking ideas from a diverse set of voices, President Roth conducted a series of planning discussions remotely with constituencies across the university. Those discussions, numbering well over a dozen, had a common framework, sometimes adapted to the interests and expertise of participants, and all ended by asking "If there were one thing to improve (in a particular area), what would it be?" Each meeting began with President Roth proposing that the new plan maintain (albeit with updates) the three broad, fundamental goals from the previous one. The key term of the first goal, "distinctiveness," tended to generate the most discussion. Faculty focused on the distinctiveness of the curriculum, a natural outcome of Wesleyan's scholar-teacher model, and staff responded with respect to their own areas: for example, those in Human Resources noted the distinctively welcoming and less hierarchical nature of Wesleyan's workplace culture while those in Advancement were impressed by the distinctive interest among alumni in the power of ideas. On the basis of these planning discussions, President Roth presented a first draft of *Towards Wesleyan's Bicentennial* to the Trustees over email and encouraged feedback. Based upon their reaction and input from others, he shared a second draft in May of 2021, the key elements of which were presented at the June All-Staff meeting. President Roth has continued to stress that the new strategic plan is a working document that can change over time as new issues or opportunities arise.

The introduction to *Towards Wesleyan's Bicentennial* sets the plan in the context of Wesleyan's past and its expansive traditions. The overarching goals are

- I Enhance our distinctive educational program, capitalizing on academic strengths.
- II Build on our reputation as a leader in pragmatic liberal education.
- III While enhancing access, make Wesleyan more sustainable through prudent management and diversification of revenue sources.

Each of these three is associated in the plan with institutional strengths and vulnerabilities, with a vision statement, and with objectives and specific action items outlining how that goal is to be pursued. With respect to Goal I, our objectives are to strengthen connections between liberal learning and lifelong learning; further diversity, equity, and inclusion; stimulate research, pedagogical innovation, and effectiveness; strengthen foundation for creative practice; and energize distinctive residential and co-curricular learning. Objectives related to our second goal, to build on our reputation, are to highlight what makes Wesleyan distinctive, develop stronger connections between alumni and current campus community, strengthen the reach and predictive power of Admission and emphasize the power of pragmatic learning. Finally, our third goal focused on financial sustainability has three objectives: reduce reliance on tuition, support financial aid, and plan for improvements for a sustainable campus after completion of the new science building.

The President's Office has created a dashboard for tracking progress on the specific action items; the oversight of each is assigned to the appropriate staff member. The plan has overarching metrics which will be viewed on an annual basis with targets established for 5-years and 10-years ([see Workroom](#)).

To help us realize our strategic goals, the University has embarked on a \$600 million fundraising campaign, currently in its leadership phase, which will support the following priorities:

- Access—\$200M in endowed and current-use funds, of which at least \$100M will be endowment for financial aid;
- Facilities—\$125–150M toward construction and renovation projects that will enable the University to meet academic and programming needs well into the future, while also becoming more energy efficient;
- Academics —\$125–150M to support Wesleyan's academic core, including endowed and current-use funds for the creation of new interdisciplinary colleges, the addition of faculty positions, and research across the curriculum.

The remaining \$100–150M of the campaign total will be current-use dollars raised through the Wesleyan Fund to support annual operating budgets.

As described in Standard 7, Wesleyan's financial planning (broadly defined to include finance, facilities, climate, business continuity) is overseen by senior management (including the Executive Budget Committee consisting of the President, Provost and Chief Administrative Officer and Treasurer) and Trustees. Short- and long-term financial planning are informed by models examining both positive and negative assumptions, and the results are regularly discussed among senior leaders and monitored via several key performance indicators (KPI).

Academic planning is overseen by the Senior Vice President for Academic Affairs and Provost in consultation with faculty governance (especially via the Educational Policy Committee of the faculty; see Standard 3). In the last two years, short-term academic planning has been focused first and foremost on responses to the pandemic, and already it is clear that lessons learned about pedagogy, community, and online instruction will inform planning long into the future ([see Workroom](#)). Changes to the academic program are discussed in Standard 4, but two prospective changes are worth noting here. Sometimes planning is influenced by changes on campus, and this is the case with the Center for the Arts, where the search for a new director has prompted a reconsideration of the Center's structure. Plans now are to return it closer to its original vision of artistic and interdisciplinary experimentation. And sometimes our planning responds to changes in the larger world, as is the case with our plans to reshape our curriculum in light of advances on the big data landscape and new computational and communications technologies. Although many disciplines here have data and methods to approach questions related to big data, we believe that more robust examination from multiple disciplinary perspectives would increase student and faculty engagement and lead to more comprehensive understanding of social problems and viable policy responses to them. Consequently, plans are being drawn up for a College of Computational Studies that will support multidisciplinary collaboration, advance utilization of advanced computational/data analysis methods and foster an environment that engages students in collaborative and experiential learning activities.

A key planning committee for Wesleyan is its Enrollment Management Group, co-chaired by the Vice President and Dean of Admission and Financial Aid and the Senior Vice President, Chief Administrative Officer and Treasurer and consisting of representatives from admission and financial aid, finance, academic affairs, student affairs, and institutional research. This group is responsible for monitoring, balancing, and planning related to Wesleyan's student body size, educational capacity, and the institutions' financial needs. Members meet 2–3 times each term to examine, plan, adjust, and understand actual and projected

enrollment patterns. With enrollment data on hand ([see Workroom](#)), the group works to ensure that appropriate levels of academic offerings and student services are being offered and sets annual and long-term admission targets with an eye toward the student experience, university capacity, and financial stability.

Appraisal

Towards Wesleyan's Bicentennial builds upon our two previous plans, *Wesleyan 2020* and *Beyond 2020*. Per these earlier plans, Wesleyan improved its financial sustainability (see area of special emphasis) and energized its distinctive curriculum with new academic interdisciplinary programs—including the College of Film and the Moving Image; the College of Educational Studies; the College of Integrative Sciences; and the Fries Center for Global Studies. Progress was also made on the broad goal of increased recognition, as interest in Wesleyan among applicants has steadily increased. As with its precursors, the flexible nature of *Towards Wesleyan's Bicentennial* will allow the University to respond to internal feedback and external pressures and to experiment without overcommitting. For example, as described in Std 4, after assessing its viability we closed our Institute for Curatorial Practice in Performance after a limited run, and by contrast, have expanded the Center for Prison Education.

Some objectives in our previous plan have seen mixed results. For example, over the past decade we successfully developed a vibrant first-year seminar (FYS) program, offering small classes for incoming first-year students which emphasize writing and focus on interesting topics. The number of FYS classes offered has increased from 24 in FY2013 to 60 in FY2020, and the percentage of first-year students taking at least one FYS course has more than doubled from 40% to 83%. However, as described in Standard 8, recent student survey data suggest that this program's delivery of writing-intensive instruction may be uneven. We will count on our multi-layered assessments to guide informed improvements in what remains a key objective here: the teaching of writing.

The well-established collaboration within our Enrollment Planning Group proved especially useful in helping Wesleyan navigate the uncertainties of the pandemic. Frequent communication, revisions of assumptions, and modeling of enrollment behavior allowed us to adjust our actions to address enrollment, academic and student needs. Naturally, this group was in close contact with the Pandemic Planning Committee, providing it with frequent—often daily—updates.

We continue to reap the benefits of our 2015-16 facilities planning with Sasaki consultants ([see Workroom](#)). The principles established then have guided us since—notably in transforming formerly wasted empty space into heavily frequented space for collaboration and social interaction (e.g., Science Tower lobby). Our creation of vignettes—typically in large open spaces or outdoors—proved especially timely when social distancing due to the pandemic became necessary. These planning principles continue to be implemented (see Std 7), for instance, in our renovation of the Public Affairs Center.

EVALUATION

Description

Wesleyan continually collects a wide variety of data and qualitative evidence to evaluate progress in meeting its objectives. Central in this effort are the Office of Institutional Research (OIR) and the Office of the Registrar, but decentralized evaluation processes exist across the institution: including, evaluations conducted by faculty (see Std 4), by staff within Wesleyan administrative and academic departments (e.g., Admission, University Relations, Student Affairs; see Std 8), and by ad hoc committees undertaking focused inquiry into campus initiatives, policies, and issues.

Wesleyan conducts regular external reviews of its academic units (departments, programs, centers and colleges). As detailed in Std 4 (and mentioned below), academic units engage in self-study and review every 10 years (see [Workroom](#)). This schedule was disrupted by the pandemic, but an ambitious plan to review six departments in 2022 aims to get the institution back on track. Administrative units are reviewed on an ad hoc basis. In 2019, for example, Wesleyan’s Office of Information Technology Services (ITS) underwent an external review that resulted in a [five-year strategic plan](#); on the basis of the review’s recommendation that ITS better inform the community about its activities, it created an e-newsletter “[News from the CIO](#).”

The OIR conducts institutional-level data collection and analyses using both quantitative and qualitative information. Its data sources include university records, surveys, interviews, focus groups, consortial efforts that allow us to compare Wesleyan students’ responses to those from peer institutions, and other ad hoc efforts on special issues (Advising, Climate, etc.). OIR is responsible for most institutional reporting, including IPEDS, State, AAUP, guidebooks and rankings data collection. OIR monitors and reports on retention and graduation rates; it runs enrollment projections for enrollment and campus planning; it conducts numerous ad hoc analyses to evaluate programs and provide data for decision support; and it regularly analyzes and reports data from student course/teaching evaluations, examining longitudinal trends, factors that correlate with evaluation ratings, and looking for signs of gender and racial bias. To give a recent, specific example, OIR helped implement the online collection and reporting of student-athletes’ evaluations of their intercollegiate head coaches.

The Office of Student Affairs pulls together evaluation data from reflections by its staff on their major accomplishments for the year and the challenges faced, and its units (each of which has its own dashboard) share descriptions of interesting changes, how data informs its future work, and recommendations for efforts going forward. This information is then used by Student Affairs to improve processes and plan for the upcoming year.

Appraisal

Wesleyan provides an annual update on its strategic plan. Seven years into the last strategic plan, *Wesleyan 2020*, the University conducted a thorough overview of the progress it had made towards achieving its objectives in a 52-page report, *Look Back 2020*.

Wesleyan has continued to effectively fold data and information into its evaluation and decision-making processes (see Std 8 for examples), but there are problems. Wesleyan’s growing desire to bring data to bear on operations and decision-making is exceeding the capacity of the data, reporting, and analysis infrastructure. OIR has struggled to make data and institutional statistics readily available to all who want them, and this has led to an increasingly decentralized approach across campus and a lack of consistency and coordination. Suffering from frequent turnover and vacancies, OIR has not been positioned to keep up with the growing demand for reporting, data, and analysis. From June 2015 through September 2021, the office had a vacant analyst position during half that period and three different incumbents during the other half. This staffing challenge—combined with our reliance on siloed transactional data sources, increasing reporting demands, lack of strong centralized data governance, and COVID-related disruptions—has hurt our ability to bring consistent data and analyses into the hands of operational staff and decision-makers alike. Moreover, institutional reporting and analyses are currently conducted using complex transactional data systems that are labor and time intensive and lack conformed reporting definitions and concepts. Additionally, these data structures do not permit the easy integration of information across our siloed data stores. Over the past decade, the University—with ITS working with the Registrar, OIR, Admission and Financial Aid, and Finance/HR—has invested time and money toward the development of an integrated,

user-friendly, and efficient data infrastructure. This investment has not paid off, however, due to a lack of expertise (initially), insufficient resources, and competing priorities placed on staff time.

As noted above, Wesleyan has fallen behind in its external reviews of academic units. We have not maintained our planned schedule of three units per year, a frequency which in any case proved insufficient as the number of academic units grew with the addition of new colleges and centers. Additionally, external reviews have lacked a standardization that would provide chairs and administrators with a clear understanding of the process and expectations. In response, Academic Affairs has explicitly outlined the process ([see Workroom](#)) and created the expectation that units provide updates in their annual report on the findings and results of their external reviews—what they learned and how they have responded. And to maintain our “every ten years” review cycle, Academic Affairs has increased the number of reviews occurring each year. This more aggressive scheduling, together with increased expectations for the use of data in this process, is placing additional demands on our data reporting and analysis infrastructure.

PROJECTION

- Wesleyan will continue to engage in regular long- and short-term planning that realistically balances institutional aspirations and constraints. Post-COVID, for example, the Library and Academic Affairs will launch a strategic planning process involving various campus stakeholders.
- With *Towards Wesleyan’s Bicentennial* in place, we will focus on the allocation of resources to fulfill its objectives. The flexibility of the plan, and more importantly the confidence stemming from our responses to the challenges posed by the pandemic, should allow the University to remain agile and adapt to new opportunities or unexpected challenges.
- We are once again working to address our challenges related to the collection, storage, and analysis of data outlined above.
 - In fall 2021, Wesleyan began in earnest to begin the search for its next ERP systems and continues to explore the extent to which new technology can resolve some of our data challenges.
 - Our Chief of Staff and Director of Strategic Planning has begun to reconstitute a group to work on improving our data capabilities. As a first step in this effort, she has polled key University offices and data users to examine our current strengths and weaknesses related to collecting, sharing, and analyzing data and to develop a long-term plan for improving Wesleyan’s use of data.

STANDARD 3: ORGANIZATION AND GOVERNANCE

STD. 3.1: Board and Internal Governance

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

| | |
|--|---|
| NAME OF THE SPONSORING ENTITY | n/a |
| GOVERNING BOARD | |
| BY-LAWS | <p style="text-align: center;">WEBSITE LOCATION</p> wesleyan.edu/about/leadership/charter-and-bylaws.html#bylaws |
| BOARD MEMBERS' NAMES AND AFFILIATIONS | wesleyan.edu/trustees/trustees.html |
| BOARD COMMITTEES | |
| AUDIT | <p style="text-align: center;">WEBSITE LOCATION OR DOCUMENT NAME FOR MEETING MINUTES</p> wesleyan.edu/trustees/trustees.html |
| CAMPUS AFFAIRS | see workroom for minutes |
| UNIVERSITY RELATIONS | |
| FINANCE AND FACILITIES | |
| INVESTMENT | |
| GOVERNANCE | |
| MAJOR INSTITUTIONAL FACULTY COMMITTEES OR GOVERNANCE GROUPS | |
| ADVISORY | <p style="text-align: center;">WEBSITE LOCATION OR DOCUMENT NAME FOR MEETING MINUTES</p> wesleyan.edu/acaf/governance/rosters.html |
| COMPENSATION AND BENEFITS | see workroom for minutes |
| EDUCATIONAL POLICY COMMITTEE | |
| EXECUTIVE COMMITTEE OF THE FACULTY | |
| HONORS | |
| REVIEW AND APPEALS BOARD | |
| RIGHTS AND RESPONSIBILITIES | |
| MAJOR INSTITUTIONAL STUDENT COMMITTEES OR GOVERNANCE GROUPS | |
| THE WESLEYAN STUDENT ASSEMBLY (WSA) | <p style="text-align: center;">WEBSITE LOCATION OR DOCUMENT NAME FOR MEETING MINUTES</p> wesleyanstudentassembly.org/minutes |

STANDARD 3: ORGANIZATION AND GOVERNANCE

STD. 3.2: Locations and Modalities

| CAMPUSES, BRANCHES AND LOCATIONS CURRENTLY IN OPERATION | | | ENROLLMENT | | |
|---|---|----------------|--------------------------|-------------------------|-------------------------|
| | LOCATION (CITY, STATE/COUNTRY) | DATE INITIATED | 2 YEARS PRIOR FY 2020 | 1 YEAR PRIOR FY 2021 | CURRENT YEAR FY 2022 |
| MAIN CAMPUS | Middletown, CT | 1831 | 3,230 | 3,053 | 3,581 |
| OTHER PRINCIPAL CAMPUSES | | | | | |
| BRANCH CAMPUSES (US) | | | | | |
| OTHER INSTRUCTIONAL LOCATIONS (US) | Cheshire Correctional Institution: Cheshire, CT | | 55 | 0* | 24 |
| | York Correctional Institution: Niantic, CT | | 18 | 0* | 0* |
| BRANCH CAMPUSES (OVERSEAS) | | | | | |
| OTHER INSTRUCTIONAL LOCATIONS (OVERSEAS) | | | | | |

| EDUCATIONAL MODALITIES | | | ENROLLMENT | | |
|--|--------------------------------|----------------|--------------------------|-------------------------|-------------------------|
| DISTANCE LEARNING PROGRAMS | LOCATION (CITY, STATE/COUNTRY) | DATE INITIATED | 2 YEARS PRIOR FY 2020 | 1 YEAR PRIOR FY 2021 | CURRENT YEAR FY 2022 |
| Programs 50-99% on-line | | | | | |
| Programs 100% on-line | | | | | |
| CORRESPONDENCE EDUCATION | | | | | |
| LOW-RESIDENCY PROGRAMS | | | | | |
| COMPETENCY-BASED PROGRAMS | | | | | |
| DUAL ENROLLMENT PROGRAMS | | | | | |
| CONTRACTUAL ARRANGEMENTS INVOLVING THE AWARD OF CREDIT | Mango Languages | Sep-17 | 11 | 6 | 5 |

Please enter any explanatory notes in the box below

*Headcounts fell to zero at the correctional institutions due to the COVID pandemic.

STANDARD THREE: ORGANIZATION AND GOVERNANCE

BOARD OF TRUSTEES

Description

The [Trustees website](#) makes clear the role of the Board:

The Board of Trustees is the governing body of the University and responsible for ensuring that the University fulfills its mission, sustains its values, and appropriately balances its obligations to current and future generations. The Board establishes long-term strategic policy and direction, approves the University's budget and major financial expenditures, program initiatives and construction projects, oversees the University's financial affairs, stewards the University's endowment and other capital resources, and appoints and supervises the President of the University.

Wesleyan University was established in 1831 under the Special Laws of Connecticut, with all corporate powers to be exercised by the authority of the Board of Trustees. The [Charter](#) was last amended in 2019, increasing the maximum number of trustees from 33 to 36 (or 37 if the chair's term as a trustee has expired and she/he is serving ex officio). Nine members of the Board are elected by the alumni and members of the senior class and serve a three-year term. The remaining trustees are elected by the Board and serve a six-year term. The expectation is that Board-elected trustees will serve a single term; occasionally, a trustee will serve a second term if there are compelling institutional reasons to do so.

The [standing committees](#) of the Board are Audit, Campus Affairs, Finance, Governance, Investment, and University Relations. The by-laws afford members of the faculty and the student body the right and responsibility to serve as representatives to the Board, with voice but not vote at the formal Board meetings, and with voice and voting privileges on the Campus Affairs, Finance, and University Relations committees, except with respect to personnel matters.

All trustees are annually provided with a Conflict-of-Interest Policy and an opportunity to identify potential conflicts of interest. Board materials—including archival information on policies and past decisions, Board and committee minutes and resolutions, and general information about the role and responsibilities of trustees—are provided through a secure server to all trustees and trustees emeriti.

Appraisal

Together with the Senior Vice President and Chief Administrative Officer and Treasurer, the President presents a budget for consideration and adoption, as required by the University's by-laws, to the Board of Trustees each May. An annual endowment performance report is given to the Board and interim reports are presented at each Board meeting. In months when the Board does not meet in person, the President communicates with the Trustees through conference calls—recently replaced by Zoom meetings—and conversation with individual trustees and emeriti.

Six faculty are representatives to the Board. Trustees regularly meet with students and faculty who are not themselves representatives to the Board, and there are open meetings—in which any student can attend—at least twice a year. Once or twice a year trustees have a dinner with faculty, often invited due to their expertise. An email address for the Board of Trustees can be found on the Board website so anyone can contact them.

While the Board is careful not to become overly involved in the daily tasks of management better left to the administration, it does get involved in strategic planning with the President, with input from faculty, students, and staff. Over the past two years, drafts of a new strategic framework for planning, *Towards Wesleyan's Bicentennial*, were discussed at Board meetings, and a final version was adopted by the Board

in November 2021. The University's mission statement is featured at the head of the Trustees website and often cited in discussions of strategic planning.

The Board sometimes forms working groups or task forces to assist the University with difficult issues. The University Relations Committee, for example, recently had three working groups: Affordability, Campaign Success, and Media Perceptions. Other Board working groups include the Facilities Working Group and the Campaign Executive Committee. Notable among past groups are the Bond Working Group, which provided key input that helped with the ultimate structure of the latest secured bond, and the Equity & Inclusion Task Force. With respect to Facilities planning, Board input was important to the design of the new Art Gallery, the preservation of Shanklin Hall as the home of the College of the Environment and the design of a science building that is more accessible and leverages a diverse construction team.

Newly elected trustees participate in an intensive orientation program about roles and responsibilities, and their survey responses are analyzed by the Chair of the Governance Committee to make sure they have received the guidance needed to fulfill their responsibilities. To increase the preparedness of Board leadership, a Chair-elect is now designated a year in advance.

Following each meeting of the Board (including the retreat), the Board Chair receives the results of a brief survey (conducted by the President's office) asking each trustee for the three best things from the experience, the three worst, and any other comments/suggestions they may have. Level of engagement remains high, and there is more emphasis on creating social connections among Board members to foster camaraderie.

The desire of trustees to have more direct discussion with the President led to the creation of the trustee briefing. At this briefing, at the start of the first day of the Board meeting, the President (often with senior administrators) makes presentations on pressing issues and there is open discussion on "What keeps university leadership up at night." At the executive session (trustees only) at the conclusion of the meeting, there is also open discussion with the President, and after his departure, a review of the President's performance.

Zoom meetings were one consequence of the pandemic, and they were successful enough that one full Board meeting may end up being on Zoom each year. Certainly, it is likely that committees will continue to meet outside of regular Board meetings on Zoom.

The Trustee Leadership Committee (TLC) was established in May 2015, codifying what had been an informal group of Committee chairs and officers of the Board. The TLC serves as a sounding board for the President on matters of importance and helps to craft the agenda for the Board as a whole. The President meets with the TLC before and after each Board meeting.

While the Governance Committee of the Board continues to focus on developing the pipeline for new trustees, it has become more involved in assessing the work of the Board. In 2014, the Committee conducted an online survey of trustees to examine the five areas of Board governance: communication, leadership, commitment, function, and structure ([see Workroom](#)). As a result, several changes were made. For the sake of transparency, the Committee now reports out at the full board meeting (in addition to executive session) and the other committees have been encouraged to give more detailed reports than previously; and in this age of Zoom meetings, trustees have been invited to attend standing committee meetings (even if they do not serve on that committee) as observers. The Governance Committee used 2015 survey input from trustees in selecting Donna Morea as Chair, the first woman in Wesleyan's history to serve in that capacity. Trustee participation in a 2017 survey on the five areas of Board governance was 100%; participation in an online survey in 2018 to collect input as the first step in selecting the next Chair was moderate, with 25 of the 32 invited Trustees taking part.

With respect to Board composition, the Governance Committee considers areas of competence (such as medical knowledge or expertise in higher education, for example) when considering candidates, and diversity—with respect to gender, race, or geographic representation—is always a consideration. Nearly a third of the trustees self-identify as BIPOC.

Consonant with the strategic plan's second overarching goal of enhanced recognition, the Board together with Advancement and Admission promotes a vision of the trustees as ambassadors of the University who help to get the word out about the exciting things students, faculty, and alumni are doing.

In 2021, the Board—after consultation with the Governance and Trustee Leadership Committees—asked Ron Ashkenas '72, a consultant who has helped the University in the past, to undertake an [external review](#) of Board effectiveness. While the review was positive, there were recommendations made that the Board will take to heart. See Projection.

ADMINISTRATION

Description

The President is ultimately responsible for all aspects of the University: including oversight of staff, policies governing student conduct, and affirmative action laws; accepting or denying recommendations of student and faculty committees; presiding over meetings of the Academic Council; submitting a budget for Board approval; and recommending to the Board tenure and promotion of faculty. Cabinet is the senior administrative body and advises the President on operations, strategic planning, and governance; its membership and responsibilities can be found on the University website's [President's Page](#).

Cabinet members develop goals—aligned with strategic planning principles—for areas of the University for which they are responsible and share them in materials presented to the Board. The President reports on progress. Goal setting for all administrative staff members is required and part of the University's annual performance review process.

As of Fall 2021, there are 578 non-instructional staff members. Organization charts can be found on the University website and on page ix of this self-study. Administrative and HR policies are available in recently revised [Staff Handbooks](#), and Supervisor Guides are available to managers in WesPortal.

Appraisal

Concerted efforts have been made to increase transparency and collaboration. Where the President used to conduct only two All-Staff meetings—for the purpose of discussing current issues and plans—he now conducts four (around Board meetings), and during the pandemic there have been even more. Because of the frequency of these meetings, his formal meetings with senior administrative staff were judged redundant and dropped.

The President and Cabinet attend regularly scheduled faculty meetings, and the President and Provost meet monthly with the Faculty Executive Committee and engage with the campus community through various forums and committees, including the Compensation and Benefits Committee, Budget Priorities Committee, Budget Working Group, and Facilities Planning Committee. The President also meets monthly with the leadership of the Wesleyan Student Association (WSA), briefs the student representatives to the Board prior to each Board Meeting, and afterwards attends the next WSA meeting. Faculty, students, and staff consult directly with members of Cabinet through standing committees, such as the Educational Policy and Student Life Committees, and on ad hoc committees or task forces convened to examine campus issues, such as academic advising and DE&I.

The 12-member Cabinet now includes the Chief Investment Officer and the University's General Counsel & Secretary, added because they are responsible for areas of the University with immediate

implications for every facet of University operations. The President wanted the endowment team to be fully informed about how their stewardship of our financial foundation affects everything we do, and he wanted Cabinet members to be attentive to the legal issues and risk management that should be part of their standard practice. Currently, the chair of the Pandemic Planning Committee also participates in Cabinet meetings. Specific collaboration areas are developed at the Cabinet retreat and inform work over the course of the year; in 2020/21, the area was Equity & Inclusion. Ongoing collaborative efforts between administrative departments include: Academic Affairs working with Student Affairs on academic advising; Advancement working with Admissions on better connecting data to track a student's journey; and Advancement working with Communications on the next campaign. Collaboration across administrative areas is part and parcel of temporary cross-functional teams such as the Pandemic Planning Committee, Financial Aid Working Group, task forces around international admissions and various building committees.

In addition to regular meetings with the Cabinet, the President meets with just the two Senior Vice Presidents (Provost and CAO/Treasurer), helping to ensure alignment between the academic and administrative arms of the institution. The SVP structure was implemented in FY '17/18, the rationale being that the CAO/Treasurer and Provost have the broadest responsibilities after the president. The provost should be able to step in should the president be away or be unable to fulfill his functions, and nothing can really happen at the University without the funds for which the Treasurer is responsible.

The decision-making process around administrative and financial decisions typically includes numerous consultations with faculty, staff, and students. (With respect to the last, there is more work to be done to ensure the administration meets effectively enough with students; it is not always clear how well information communicated to leaders of student government gets passed on to other students.) Transparency in the decision-making process is a priority as is the timely communication of administrative decisions. Committees engaged in financial consultation typically receive the same level of information that is shared with the Cabinet and the Board. During the pandemic, the pace of information sharing via faculty and staff fora was increased as was the frequency and detail of campus-wide communications about operations and finances. With respect to the latter, salaries were temporarily frozen but not reduced (though a few senior administrators took voluntary reductions), and while consideration was given to cutting retirement benefits and furloughing staff, in the end neither of these took place. The Budget Priorities Committee, the Compensation and Benefits Committee and the Faculty Executive Committee were all involved in these deliberations.

Project Refresh was a short-lived attempt prior to the pandemic to gather staff/faculty feedback about University operations and inspire changes. While the University was mainly looking for suggestions for things that could be discontinued, the suggestions received focused on things units thought should still be done but no longer by them.

FACULTY

Description

The faculty includes all ~400 full- and part-time teaching staff (but not those staff who teach in addition to their primary duties). Faculty are collectively responsible for faculty governance, which chiefly involves matters pertaining to educational policy and practice on one hand and faculty tenure and promotion procedures and decisions on the other. There are about 75 elected governance positions filled by faculty each year (this does not include the many appointed roles); many (but not all) are two-year positions, providing some continuity. Over the past five years, 163 different faculty have participated in faculty governance in these elected roles. The structure and procedures of faculty governance are articulated in the by-laws of the faculty and the [Faculty Handbook](#), available in the University platform WesPortal.

The faculty governance structure is very similar to what was reported in the 2012 self-study report. Faculty carry out their governance duties primarily through two legislative bodies: the Faculty (as a Whole), and the Academic Council. The Faculty conducts its business primarily through formal faculty meetings, open to all faculty (all of whom have voting privileges) and held at least three times a semester ([see Workroom](#)). Meetings, which are also attended by representatives of the administration and the Wesleyan Student Assembly, are run by the Faculty Chair, who sets the agenda and is supported by the Vice Chair and Academic Secretary. Online forums are often initiated prior to a meeting for additional discussion of key legislative items. Agendas, minutes, and supporting documents are available in the University platform WesPortal.

There are four standing committees of the Faculty: the Educational Policy Committee (EPC), the Faculty Committee on Rights and Responsibilities (FCRR), the Committee on Honors, and the Compensation and Benefits Committee (CBC). The chair of each committee reports on its work at least once per year at a faculty meeting. Perhaps most directly related to the content, quality, and effectiveness of the curriculum is the work of EPC, which is comprised of six elected faculty members (two from each division), two undergraduate student representatives, and one graduate student representative. EPC, which meets weekly during the academic year, is responsible for overseeing the curriculum and approving curricular changes (e.g., ranging from proposals for new majors to changes in the academic calendar) ([see Workroom](#)). The Provost and/or Associate Provost for Curriculum and Strategic Initiatives meets with the EPC Chair weekly and attends EPC meetings to facilitate communication and the sharing of institutional data.

The Academic Council, which is open to all tenured faculty and to three elected tenure-track assistant professors, addresses matters relating to faculty tenure, promotion, and evaluation. Meetings, which are held at least once per semester, are chaired by the University President. There are two standing committees of the Academic Council: the Advisory Committee and the Review and Appeals Board (RAB). The Advisory Committee, which consists of nine faculty (three from each division) and is chaired by the Provost, meets weekly during the academic year. Advisory evaluates tenure and promotion recommendations brought by departments and makes recommendations on these cases to the University President. It can also remand cases back to departments if it determines that its guidelines for constructing cases have not been met. RAB, which consists of 30 faculty (10 from each division), reviews recommendations made by Advisory, and hears appeals of negative decisions. It has the power to remand cases back to Advisory for further consideration or, under certain conditions specified in the Faculty Handbook, to reverse Advisory's recommendations.

A Faculty Executive Committee (FEC) consists of the Chair and Vice Chair of the Faculty, the chairs of the four standing committees of the Faculty, the Vice Chair of Advisory, the Chair of RAB, faculty representatives to the Finance and Campus Affairs Committees of the Board of Trustees, the Academic Secretary, three academic deans, three elected representatives of the untenured faculty, and the most recent past Chair of the Faculty. The FEC, which meets roughly two weeks prior to each faculty meeting and regularly with the President and Provost, serves as the Faculty Chair's "cabinet" and represents the faculty as a whole in working with the administration. Action items for faculty vote in the form of motions are brought to the faculty meeting by standing committees or the FEC. The Chair of the Faculty also attends the University President's Cabinet meetings for purposes of communication and transparency.

Beyond this governance structure, the three academic deans are selected by the provost to represent each academic division, and departments select their own chairs. The responsibilities of chairs, working with their respective dean and other relevant bodies, include managing the department's curriculum, constructing tenure cases, and running faculty searches.

Appraisal

The effectiveness of faculty governance is evidenced in part by significant legislation. Notable legislation since the last self-study includes the piloting and adoption of a new class schedule (with midday common times), new student course evaluation forms (with an extended quantitative component), summer and January class sessions, a Center for Prison Education program, a self-paced language learning program, and the setting of a syllabus policy (requiring syllabi) for non-tutorial classes. New academic programs of study include a Bachelor of Liberal Studies degree program, a College of Educational Studies, a College of East Asian Studies, conversion of African American Studies from a program to department, an MA in Curatorial Practice in Performance, a certificate in Muslim Studies, and minors in Applied Data Science and Integrated Design Engineering and Applied Science (and others).

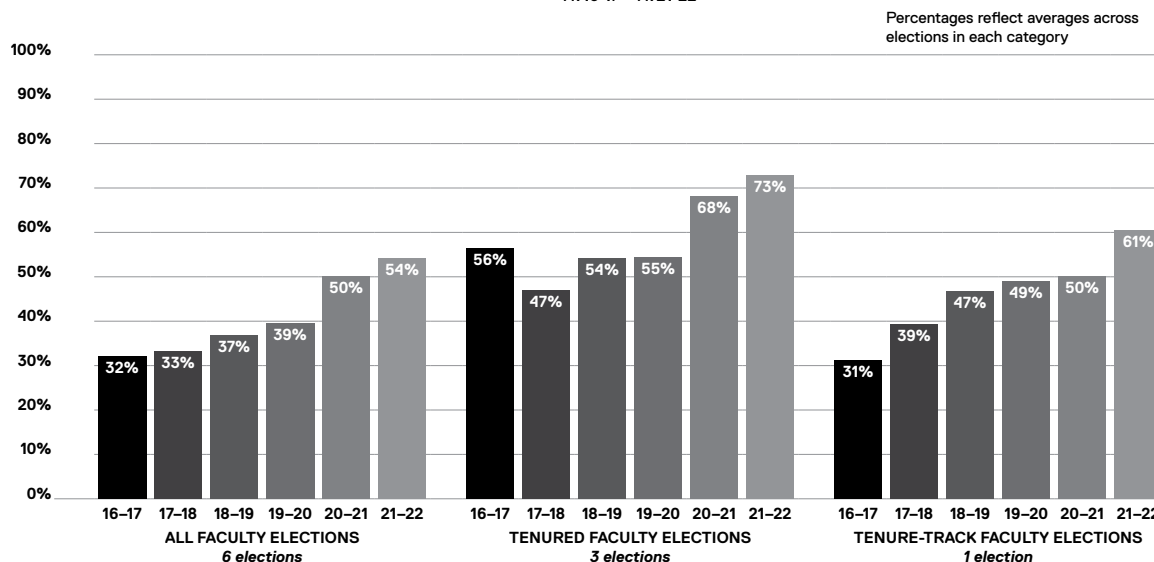
Small standing committees that existed at the time of the last report (e.g., Merit, Academic Review, and Library) are now under different purview or replaced with ad hoc committees. Ad hoc committees are commissioned as needed to look at a particular issue in depth and to make recommendations. Recently, a Committee on the Peer Evaluation of Teaching and a Committee on Promotion Policies for Continuing Faculty made recommendations (e.g., about whether/how to include peer review of teaching into the tenure and promotion process) that are now being considered by the faculty. This year, newly formed ad hoc committees are addressing issues in academic advising (e.g., strategies for improving pre-major advising) and equity in service. FEC has also played an increasingly active role in proposing new legislation. Notably, in 2020, FEC brought a proposal to the faculty to create a University mentoring program for newly hired faculty that was adopted, and a pilot program began the same year.

Changes made in governance structure since the last report include the attendance at FEC of chairs of the standing committees of Academic Council and also the most recent past Chair of the Faculty. As noted in the 2017 interim report, it is also relatively recent that the Chair of the Faculty attends Cabinet meetings. (Another recent change is that, because the [Professor of the Practice \(PoP\) position](#) (see Std 6) has now been regularized, individuals in this position are included in some facets of faculty governance. Notably, an elected PoP representative has been added to the Compensation and Benefits Committee, and there have been recent calls by PoP faculty for increased representation on other committees as well.) These changes made to increase transparency and communication have been positive. In particular, the increase in substantive meetings between faculty committees and the president has contributed to a cycle of communication between faculty and administration that has diffused potential misunderstandings and given faculty more opportunities for meaningful input into administrative decisions.

At the time of the 2012 self-study, attendance at faculty meetings was less than 50%, voting in faculty elections was at about 35%, and some faculty found themselves being repeatedly elected to committees. On the recommendation of the Committee on Faculty Service Contributions, an ad hoc committee for the study of equitable faculty participation in governance, measures were taken to increase the number of faculty participating in service. Changes included reducing the term on the Advisory Committee from three to two years. This has resulted in slightly greater reliance on the Academic Secretary and Provost for continuity across years but, on balance, has been positive. Another change was the creation of a leadership award for faculty (similar to awards given for teaching and research) to recognize and promote significant leadership. A proposal to ensure broad participation by filling positions by random selection (rather than election) will be considered in the coming year.

Changes in voting procedures initiated several years ago—including a posted voting calendar each spring, repeated reminders to vote, direct links in emails to online ballots, and immediate reporting of the percentage who voted following each vote—appear to have successfully led to more participation in elections: see graph below.

AVERAGE PARTICIPATION IN FACULTY ELECTIONS
AY16-17 – AY21-22



Monthly faculty meetings were moved several years ago from late afternoon to noon to reduce conflicts with parenting responsibilities; more recently due to COVID, meetings were temporarily returned to late afternoon but held remotely, and then returned to noon but still remotely. Remote meetings had more attendance: In 2020-21 attendance ranged from 20 to 45% as compared to roughly 25% in previous years. We are currently discussing ways to keep desirable elements of COVID-related changes, such as perhaps moving to a hybrid online and in-person meeting format. A Moodle page created to facilitate faculty discussion outside of meetings has had some value but has not been a significant source of faculty participation. Discussions are ongoing about other platforms for increasing engagement outside of large meetings. Work is also ongoing to make faculty governance, the nature of various leadership roles, and policies regarding service more transparent to faculty (e.g., through revised faculty-oriented web pages, faculty workshops).

STUDENTS

Description

The Wesleyan Student Assembly (WSA) represents undergraduates and advocates for their interests. The WSA is composed of 36 members across four class years; its Leadership Board (consisting of the WSA President, Vice President, Chief-of-Staff, and five committee chairs) serve as student representatives to Wesleyan’s Board of Trustees. The WSA holds elections every semester; the President and Vice President are elected directly from the student body with a year-long term. The WSA Constitution and by-laws govern the general structure of the assembly and its elections. Each member (excepting the President, Vice President and Chief of Staff) serves on one of five permanent standing committees—Community Committee, Student Life Committee, Academic Affairs Committee, Student Budget Committee, and Equity and Inclusion Committee—which in turn have subcommittees comprised of WSA representatives, non-representatives, staff, faculty, and administrators.

Funds collected from students through the Student Activities Fee enable the WSA to support student events and programs. The Student Budget Committee allocates these funds to student groups on a weekly basis. In addition, the WSA manages a \$500,000+ endowment, the first student government endowment in the nation, which is meant to allow the WSA to eventually lower the Student Activities Fee.

The full General Assembly of the WSA meets every Sunday evening to discuss campus issues, activities, and policies. These meetings are open to the public, and often guests from the community are invited to make presentations. The WSA President and Vice President meet monthly with the University President, who visits the General Assembly at least once a semester to update students on the state of the school and field questions.

Graduate students are represented by the Graduate Student Association (GSA), which considers issues related to international students, housing, benefits and health services, the visibility of graduate students in the community, allocation of student activities funds, green initiatives, and graduate judicial issues. Additionally, the GSA has a representative to the EPC, who can attend faculty meetings. There is currently no relationship between the GSA and WSA.

Appraisal

The WSA regularly conducts student surveys and creates an annual demographic report to guide its work in supporting the student body. Since the last self-study, student satisfaction rates with student government have ranged between 42% and 72%. There was a noticeable dip that began with Class of 2014 (59%) and grew worse with the Class of 2015 (42%); but since then, satisfaction rates have steadily improved.

In 2017, the WSA restructured itself to become bicameral: the Senate, as described above, and a House, which intentionally brought in members of the community for issue-based work and special projects and had lower barriers to entry. A stipend was given to Senators who receive financial aid to make service more accessible and to create an Assembly that more accurately reflects Wesleyan's diverse student body. In 2019, the WSA removed the House, which had not proved to be a successful means of community outreach, and the following year created the Equity and Inclusion Committee. The WSA has made successful efforts to encourage more participation in elections, especially among members of historically marginalized communities. The past two years have seen massive growth in the number of first-year students seeking election to the WSA in their fall semester. Focus has now shifted to the retention of senators beyond their first term.

The WSA has played a significant role in the University's response to the pandemic. WSA members have worked closely with Student Affairs and Academic Affairs on such issues as: developing pandemic-related safety protocols and a related code of conduct; advocating for the student experience regarding grading modalities, withdraw policies, syllabus requirements and other curricular issues; and partnering on issues around wellness and mental health. The partnership developed early in the pandemic continues and has resulted in new connections between the WSA and other areas of the institution with members of the WSA meeting regularly with the Vice President for Student Affairs, the Senior Vice President for Academic Affairs and the Director of the Pandemic Planning Committee and Dean of Students. That new relationship has supported work in other areas, most notably Equity and Inclusion.

PROJECTION

- **Board:** the Governance Committee will continue to take a longer-term strategic view of board composition—with an eye on sectors other than finance and business and finding trustees from other parts of the world. The TLC will assist committee chairs with clearer goals and expectations, and trustees will identify areas of individual interest in advance of board service so that committee assignments can be sharpened.
- **Administration:** In rising to the challenges posed by the pandemic, there has been remarkable cooperation among the various constituencies here, suggesting stability in current forms of internal governance.

- **Faculty:** Efforts will be made to broaden faculty participation in governance (such as through hybrid meetings) and by identifying mechanisms to increase the number of different faculty in elected positions (an issue being considered by the ad hoc Committee on University Service). We will work to increase the transparency of the faculty governance structure and promote opportunities for faculty leadership (e.g., through the work of the Center for Faculty Career Development and its website resources). Finally, while the consultation of faculty by the President and Provost has been meaningful and extensive, there are other administrative areas more distant from faculty yet dealing with matters of faculty concern—such as admissions and communications—where closer connections to faculty would be beneficial, and we anticipate that these connections will grow.
- **Students:** Issues to be addressed include COVID-19 policies, developing and maintaining student organizations, ensuring equitable policies across all campus offices, and achieving financial stability. The WSA will be addressing the first three through its participation in committees focused on COVID-19 policies, maintaining the [University Organizing Center](#) and developing programming for student group leadership transitions, and through relationship-building with administrators to best communicate student input. With respect to financial stability, the WSA currently possesses a reserve of around \$250,000 in leftover funds from the 2020-21 academic year, which will serve as carryover money to delay raising the Student Activities Fee until necessary. The WSA expects to re-examine its policy governing its endowment and whether the long-term should continue to be privileged over the near-term.

STANDARD 4: THE ACADEMIC PROGRAM

STD. 4.1: Summary: Degree-seeking enrollment and degrees

FALL ENROLLMENT BY LOCATION AND MODALITY, AS OF CENSUS DATE

| DEGREE LEVEL/ LOCATION & MODALITY | ASSOCIATE'S | BACHELOR'S | MASTER'S | CLINICAL DOCTORATES | PROFESSIONAL DOCTORATES | M.D., J.D., DDS | PH.D. | TOTAL DEGREE-SEEKING |
|-------------------------------------|-------------|-------------|-------------|---------------------|-------------------------|-----------------|-------------|----------------------|
| MAIN CAMPUS FT | | 3,232 | 54 | | | | 78 | 3,364 |
| MAIN CAMPUS PT | | 18 | 34 | | | | 0 | 52 |
| OTHER PRINCIPAL CAMPUS FT | | | | | | | | 0 |
| OTHER PRINCIPAL CAMPUS PT | | | | | | | | 0 |
| BRANCH CAMPUSES FT | | | | | | | | 0 |
| BRANCH CAMPUSES PT | | | | | | | | 0 |
| OTHER LOCATIONS FT | | | | | | | | 0 |
| OTHER LOCATIONS PT | | | | | | | | 0 |
| OVERSEAS LOCATIONS FT | | | | | | | | 0 |
| OVERSEAS LOCATIONS PT | | | | | | | | 0 |
| DISTANCE EDUCATION FT | | | | | | | | 0 |
| DISTANCE EDUCATION PT | | | | | | | | 0 |
| CORRESPONDENCE FT | | | | | | | | 0 |
| CORRESPONDENCE PT | | | | | | | | 0 |
| LOW-RESIDENCY FT | | | | | | | | 0 |
| LOW-RESIDENCY PT | | | | | | | | 0 |
| UNDUPLICATED HEADCOUNT TOTAL | 0 | 3,250 | 88 | 0 | 0 | 0 | 78 | 3,416 |
| TOTAL FTE | 0.00 | 2,835.33 | 67.00 | 0.00 | 0.00 | 0.00 | 80.00 | 2,982.33 |
| ENTER FTE DEFINITION: | | FT + (PT/3) | FT + (PT/3) | | | | FT + (PT/3) | |
| DEGREES AWARDED, MOST RECENT YEAR | | 710 | 59 | | | | 9 | 778 |

STANDARD 4: THE ACADEMIC PROGRAM

STD. 4.2: Summary: Non-degree-seeking Enrollment and Awards

FALL ENROLLMENT* BY LOCATION AND MODALITY, AS OF CENSUS DATE

| DEGREE LEVEL/ LOCATION & MODALITY | TITLE IV-ELIGIBLE CERTIFICATES: STUDENTS SEEKING CERTIFICATES | NON- MATRICULATED STUDENTS | VISITING STUDENTS | TOTAL NON- DEGREE- SEEKING | TOTAL DEGREE- SEEKING <i>from previous page</i> | GRAND TOTAL |
|---|---|----------------------------------|----------------------|----------------------------------|---|----------------|
| MAIN CAMPUS FT | | 2 | 4 | 6 | 3,364 | 3,370 |
| MAIN CAMPUS PT | | 136 | 1 | 137 | 52 | 189 |
| OTHER PRINCIPAL CAMPUS FT | | | | 0 | 0 | 0 |
| OTHER PRINCIPAL CAMPUS PT | | | | 0 | 0 | 0 |
| BRANCH CAMPUSES FT | | | | 0 | 0 | 0 |
| BRANCH CAMPUSES PT | | | | 0 | 0 | 0 |
| OTHER LOCATIONS FT | | 2 | | 2 | 0 | 2 |
| OTHER LOCATIONS PT | | 20 | | 20 | 0 | 20 |
| OVERSEAS LOCATIONS FT | | | | 0 | 0 | 0 |
| OVERSEAS LOCATIONS PT | | | | 0 | 0 | 0 |
| DISTANCE EDUCATION FT | | | | 0 | 0 | 0 |
| DISTANCE EDUCATION PT | | | | 0 | 0 | 0 |
| CORRESPONDENCE FT | | | | 0 | 0 | 0 |
| CORRESPONDENCE PT | | | | 0 | 0 | 0 |
| LOW-RESIDENCY FT | | | | 0 | 0 | 0 |
| LOW-RESIDENCY PT | | | | 0 | 0 | 0 |
| UNDUPLICATED HEADCOUNT TOTAL | 0 | 160 | 5 | 165 | 3,416 | 3,581 |
| TOTAL FTE | | 53.33 | 4.00 | 57 | 2,982 | 3,039.66 |
| ENTER FTE DEFINITION: | | FT + (PT/3) | FT + (PT/3) | FT + (PT/3) | FT + (PT/3) | FT + (PT/3) |
| CERTIFICATES AWARDED, MOST RECENT YEAR | | | | | | |

STANDARD 4: THE ACADEMIC PROGRAM

STD. 4.3: Headcount by Undergraduate Major

| FOR FALL TERM, AS OF CENSUS DATE | NUMBER OF CREDITS* | 3 YEARS PRIOR (FALL 2018) | 2 YEARS PRIOR (FALL 2019) | 1 YEAR PRIOR (FALL 2020) | CURRENT YEAR (FALL 2021) | NEXT YEAR FORWARD (GOAL) (FALL 2022) |
|--|--------------------------|---------------------------------|---------------------------------|--------------------------------|--------------------------------|---|
| CERTIFICATE (ADD MORE ROWS AS NEEDED) | | | | | | |
| | | - | - | - | - | - |
| TOTAL | | 0 | 0 | 0 | 0 | 0 |
| ASSOCIATE (ADD MORE ROWS AS NEEDED) | | | | | | |
| | | - | - | - | - | - |
| Undeclared | | - | - | - | - | - |
| TOTAL | | 0 | 0 | 0 | 0 | 0 |
| BACCALAUREATE | | | | | | |
| AFRICAN AMERICAN STUDIES | 128 | 30 | 30 | 23 | 17 | 23 |
| AMERICAN STUDIES | 128 | 95 | 55 | 45 | 48 | 49 |
| ANTHROPOLOGY | 128 | 44 | 51 | 37 | 36 | 41 |
| ARCHAEOLOGY | 128 | 3 | 4 | 3 | 5 | 4 |
| ART HISTORY | 128 | 21 | 22 | 21 | 25 | 23 |
| ART STUDIO | 128 | 45 | 46 | 31 | 45 | 41 |
| ASTRONOMY | 128 | 8 | 10 | 11 | 15 | 12 |
| BIOLOGY | 128 | 77 | 70 | 74 | 90 | 78 |
| CLASSICAL CIVILIZATION | 128 | 7 | 5 | 5 | 8 | 6 |
| COLLEGE OF EAST ASIAN STUDIES | 128 | 34 | 35 | 18 | 29 | 27 |
| CHEMISTRY | 128 | 48 | 44 | 30 | 32 | 35 |
| COLLEGE OF INTEGRATIVE SCIENCE | 128 | 10 | 13 | 13 | 10 | 12 |
| CLASSICS | 128 | 4 | 3 | 5 | 3 | 4 |
| COLLEGE OF LETTERS | 128 | 51 | 50 | 43 | 48 | 47 |
| COMPUTER SCIENCE | 128 | 73 | 83 | 89 | 115 | 96 |
| COLLEGE OF SOCIAL STUDIES | 128 | 86 | 87 | 81 | 83 | 84 |
| DANCE | 128 | 5 | 8 | 10 | 13 | 10 |
| EARTH & ENVIRONMENTAL SCIENCES | 128 | 27 | 37 | 26 | 28 | 30 |
| ECONOMICS | 128 | 213 | 214 | 221 | 268 | 234 |
| EDUCATION STUDIES | 128 | . | . | 28 | 45 | 37 |
| ENGLISH | 128 | 145 | 139 | 128 | 134 | 134 |
| ENVIRONMENTAL STUDIES | 128 | 36 | 46 | 59 | 57 | 54 |
| FEMINIST, GENDER, & SEXUALITY | 128 | 26 | 20 | 26 | 18 | 21 |
| FILM STUDIES | 128 | 92 | 97 | 91 | 108 | 99 |
| FRENCH STUDIES | 128 | 33 | 45 | 31 | 26 | 34 |
| GOVERNMENT | 128 | 188 | 212 | 171 | 185 | 189 |
| GERMAN STUDIES | 128 | 8 | 8 | 4 | 5 | 6 |
| HISPANIC LITERATURES & CULTURES | 128 | 52 | 46 | 38 | 39 | 41 |
| HISTORY | 128 | 79 | 62 | 44 | 59 | 55 |
| ITALIAN STUDIES | 128 | 22 | 20 | 13 | 11 | 15 |
| LATIN AMERICAN STUDIES | 128 | 12 | 7 | 5 | 10 | 7 |
| MATHEMATICS | 128 | 77 | 87 | 87 | 86 | 87 |
| MOLECULAR BIOLOGY & BIOCHEMISTRY | 128 | 59 | 61 | 51 | 48 | 53 |
| MEDIEVAL STUDIES | 128 | 2 | 3 | 3 | 1 | 2 |
| MUSIC | 128 | 36 | 29 | 36 | 43 | 36 |
| NEUROSCIENCE & BEHAVIOR | 128 | 142 | 115 | 110 | 116 | 114 |
| PHILOSOPHY | 128 | 42 | 43 | 39 | 38 | 40 |
| PHYSICS | 128 | 46 | 62 | 49 | 44 | 52 |
| PSYCHOLOGY | 128 | 196 | 207 | 247 | 266 | 240 |
| RUSSIAN, E. EUROPEAN & EURASIAN | 128 | 6 | 13 | 9 | 4 | 9 |

| FOR FALL TERM, AS OF CENSUS DATE | NUMBER OF CREDITS* | 3 YEARS PRIOR (FALL 2018) | 2 YEARS PRIOR (FALL 2019) | 1 YEAR PRIOR (FALL 2020) | CURRENT YEAR (FALL 2021) | NEXT YEAR FORWARD (GOAL) (FALL 2022) |
|-------------------------------------|--------------------------|---------------------------------|---------------------------------|--------------------------------|--------------------------------|---|
| RELIGION | 128 | 15 | 10 | 14 | 12 | 12 |
| ROMANCE STUDIES | 128 | 7 | 8 | 9 | 5 | 7 |
| SCIENCE IN SOCIETY | 128 | 87 | 87 | 81 | 84 | 84 |
| SOCIOLOGY | 128 | 56 | 61 | 70 | 62 | 64 |
| THEATER | 128 | 46 | 45 | 40 | 41 | 42 |
| UNIVERSITY MAJOR (SELF-DESIGNED) | 128 | 5 | 8 | 8 | 9 | 8 |
| BACHELOR OF LIBERAL STUDIES | 128 | n/a | n/a | 2 | 17 | 10 |
| UNDECLARED | n/a | 1544 | 1,562 | 1,379 | 1,666 | 1,536 |
| TOTAL | | 3,940 | 3,970 | 3,658 | 4,157 | 3,944 |
| TOTAL UNDERGRADUATE | | 3,940 | 3,970 | 3,658 | 4,157 | 3,944 |

* Enter here the number of credits students must complete in order to earn the credential (e.g., 69 credits in an a.s. in nursing)

Please enter any explanatory notes in the box below

Major numbers include students on campus and those studying abroad/away in domestic programs. Statistics listed in the goal column are the prior 3-year average. We do not expect significant changes nor do we set specific goals, save expecting new programs and a few very popular majors (e.g., computer science, economics, psychology) to see growth.

STANDARD 4: THE ACADEMIC PROGRAM

STD. 4.4: Headcount by Graduate Major

For Fall Term, as of Census Date

| | NUMBER OF CREDITS* | 3 YEARS PRIOR (FALL 2018) | 2 YEARS PRIOR (FALL 2019) | 1 YEAR PRIOR (FALL 2020) | CURRENT YEAR (FALL 2021) | NEXT YEAR FORWARD (GOAL) (FALL 2022) |
|---|--------------------|---------------------------|---------------------------|--------------------------|--------------------------|--------------------------------------|
| MASTER'S (ADD MORE ROWS AS NEEDED) | | | | | | |
| ASTRONOMY | 6 | 6 | 4 | 5 | 6 | |
| BIOLOGY | 6 | 4 | 2 | 3 | 3 | |
| CHEMISTRY | 6 | 5 | 3 | 8 | 4 | |
| COMPUTER SCIENCE | 6 | 1 | 1 | 0 | 3 | |
| EARTH & ENVIRONMENTAL SCIENCE | 6 | 5 | 5 | 7 | 6 | |
| MATHEMATICS | 6 | 2 | 1 | 3 | 4 | |
| MOLECULAR BIOLOGY & BIOCHEMISTRY | 6 | 5 | 2 | 5 | 2 | |
| MUSIC | 11 | 13 | 14 | 11 | 11 | |
| NEUROSCIENCE & BEHAVIOR | 6 | 1 | 7 | 3 | 5 | |
| PHYSICS | 6 | 3 | 4 | 1 | 3 | |
| PSYCHOLOGY | 6 | 4 | 5 | 4 | 5 | |
| LIBERAL STUDIES | 12 | 38 | 43 | 39 | 31 | |
| M PHIL | 10 | 7 | 4 | 4 | 5 | |
| TOTAL | | 94 | 95 | 93 | 88 | 0 |
| DOCTORATE (ADD MORE ROWS AS NEEDED) | | | | | | |
| BIOLOGY | 6 | 16 | 15 | 17 | 14 | |
| CHEMISTRY | 12 | 14 | 16 | 15 | 16 | |
| ETHNOMUSICOLOGY | 12 | 6 | 10 | 10 | 9 | |
| MATHEMATICS | 16 | 16 | 15 | 17 | 17 | |
| MOLECULAR BIOLOGY & BIOCHEMISTRY | 15 | 9 | 10 | 10 | 11 | |
| PHYSICS | 10 | 10 | 10 | 11 | 11 | |
| TOTAL | | 71 | 76 | 80 | 78 | 0 |
| FIRST PROFESSIONAL (ADD MORE ROWS AS NEEDED) | | | | | | |
| N/A | | 0 | 0 | 0 | 0 | 0 |
| TOTAL | | 0 | 0 | 0 | 0 | 0 |
| OTHER; SPECIFY (ADD MORE ROWS AS NEEDED) | | | | | | |
| GRADUATE LIBERAL STUDIES: NON-DEGREE | | 37 | 35 | 21 | 21 | |
| GRADUATE , NON-DEGREE | | 12 | 11 | 13 | 11 | |
| TOTAL | | 49 | 46 | 34 | 32 | 0 |
| TOTAL GRADUATE | | 214 | 217 | 207 | 198 | 0 |

* Enter here the number of credits students must complete in order to earn the credential (e.g., 36 credits in an M.B.A.)

Please enter any explanatory notes in the box below

Note. Some goals for 2022 are intentionally left blank because we do not expect significant changes. Credits are listed as Wesleyan credit units (1 Wesleyan credit = 4 Carnegie Units). The six credits required for the Biology PhD does not include the Advanced Research Seminar in which students enroll multiple times across their career.

STANDARD 4: THE ACADEMIC PROGRAM

STD. 4.5: Credit Hours Generated and Information Literacy

| CREDIT HOURS GENERATED BY DEPARTMENT OR COMPARABLE ACADEMIC UNIT | 3 YEARS PRIOR (FY 2019) | 2 YEARS PRIOR (FY2020) | 1 YEAR PRIOR (FY 2021) | CURRENT YEAR (FY 2022) | NEXT YEAR FORWARD (GOAL) (FY 2023) |
|--|-------------------------|------------------------|------------------------|------------------------|------------------------------------|
| UNDERGRADUATE (ADD MORE ROWS AS NEEDED) | | | | | |
| AFRICAN AMERICAN STUDIES | 1,164 | 1,008 | 1,156 | 1,284 | 1,160 |
| ALLBRITTON CENTER | 1,316 | 1,447 | 1,554 | 1,201 | 1,382 |
| AMERICAN STUDIES DEPARTMENT | 1,694 | 1,060 | 1,588 | 1,944 | 1,641 |
| ANTHROPOLOGY | 1,592 | 1,754 | 1,576 | 1,564 | 1,584 |
| ARCHAEOLOGY | 220 | 180 | 316 | 352 | 268 |
| ART & ART HISTORY | 4,398 | 4,064 | 3,903 | 4,606 | 4,231 |
| ASTRONOMY | 845 | 1,138 | 786 | 793 | 819 |
| BIOLOGY | 3,669 | 3,125 | 3,381 | 3,927 | 3,525 |
| COLLEGE OF EAST ASIAN STUDIES | 2,368 | 2,198 | 2,300 | 2,289 | 2,294 |
| CENTER FOR GLOBAL STUDIES | 86 | 184 | 568 | 442 | 313 |
| CHEMISTRY | 4,240 | 3,801 | 3,720 | 3,945 | 3,873 |
| CENTER FOR THE HUMANITIES | 368 | 532 | 676 | 504 | 518 |
| COLLEGE OF INTEGRATIVE SCIENCE | 246 | 286 | 613 | 1,152 | 1,152 |
| CENTER FOR JEWISH STUDIES | 210 | 232 | 384 | 516 | 308 |
| CLASSICAL STUDIES | 1,244 | 1,416 | 1,180 | 1,379 | 1,312 |
| COLLEGE OF LETTERS | 1,862 | 1,976 | 1,852 | 1,522 | 1,522 |
| COLLEGE OF SOCIAL STUDIES | 1,316 | 1,312 | 1,250 | 1,290 | 1,301 |
| DANCE | 1,449 | 1,551 | 1,201 | 1,802 | 1,500 |
| EARTH & ENV. SCIENCES | 1,470 | 2,057 | 1,675 | 1,145 | 1,145 |
| ECONOMICS | 6,294 | 6,583 | 7,057 | 7,507 | 6,820 |
| COLLEGE OF EDUCATION STUDIES | 212 | 320 | 768 | 1,740 | 1,740 |
| ENGLISH | 4,961 | 4,836 | 4,347 | 3,990 | 3,990 |
| ENVIRONMENTAL STUDIES | 592 | 1,150 | 1,298 | 2,072 | 2,072 |
| FEMINIST, GENDER, & SEXUALITY | 632 | 276 | 700 | 592 | 612 |
| FILM STUDIES | 3,804 | 3,104 | 3,794 | 4,184 | 3,799 |
| GOVERNMENT | 4,490 | 4,872 | 4,730 | 4,306 | 4,610 |
| GERMAN STUDIES | 410 | 486 | 582 | 378 | 378 |
| HISTORY | 3,408 | 3,826 | 3,632 | 4,072 | 3,729 |
| INTEGR DESIGN, ENG, APPL MINOR | 482 | 472 | 188 | n/a | - |
| LESS COMMONLY TAUGHT LANGUAGES | 364 | 391 | 391 | 490 | 391 |
| LATIN AMERICAN STUDIES | 128 | 172 | 0 | 12 | 70 |
| MATHEMATICS & COMPUTER SCIENCE | 7,084 | 7,060 | 7,428 | 8,052 | 7,256 |
| MOLECULAR BIOLOGY & BIOCHEM | 1,956 | 2,204 | 2,047 | 2,613 | 2,126 |
| MEDIEVAL STUDIES | 0 | 8 | 4 | 8 | 6 |
| MUSIC | 6,845 | 6,592 | 4,234 | 5,944 | 6,268 |
| NEUROSCIENCE & BEHAVIOR | 1,218 | 1,620 | 1,352 | 1,019 | 1,285 |
| PHYSICAL EDUCATION | 746 | 615 | 638 | 713 | 676 |
| PHILOSOPHY | 2,100 | 1,748 | 1,880 | 1,833 | 1,857 |
| PHYSICS | 2,594 | 2,419 | 2,395 | 2,420 | 2,420 |
| PSYCHOLOGY | 7,154 | 7,317 | 7,065 | 7,963 | 7,236 |
| QUANTITATIVE ANALYSIS CENTER | 2,207 | 2,590 | 2,414 | 2,340 | 2,377 |
| RUSSIAN, E.EUROPEAN & EURASIAN | 684 | 580 | 508 | 738 | 632 |
| RELIGION | 1,730 | 1,500 | 1,484 | 1,383 | 1,383 |
| ROMANCE LANG & LITERATURES | 4,248 | 3,970 | 3,885 | 3,909 | 3,909 |
| SCIENCE IN SOCIETY | 992 | 620 | 1,182 | 964 | 978 |
| SOCIOLOGY | 2,406 | 1,976 | 2,079 | 1,848 | 1,848 |
| THEATER | 1,472 | 1,496 | 1,554 | 609 | 609 |
| UNIVERSITY | 0 | 24 | 20 | 20 | 20 |
| WRITING CENTER | 846 | 1,305 | 1,138 | 840 | 992 |
| TOTAL | 99,816 | 99,453 | 98,473 | 104,216 | 99,934 |

| 3 YEARS PRIOR (FY 2019) | 2 YEARS PRIOR (FY2020) | 1 YEAR PRIOR (FY 2021) | CURRENT YEAR (FY 2022) | NEXT YEAR FORWARD (GOAL) (FY 2023) |
|-------------------------|------------------------|------------------------|-------------------------|-------------------------------------|
|-------------------------|------------------------|------------------------|-------------------------|-------------------------------------|

GRADUATE (ADD MORE ROWS AS NEEDED)

| | | | | | |
|--|--------------|--------------|--------------|--------------|----------|
| ANTHROPOLOGY | 4 | 0 | 0 | 0 | |
| ASTRONOMY | 76 | 55 | 50 | 84 | |
| BIOLOGY | 243 | 251 | 286 | 272 | |
| CHEMISTRY | 274 | 296 | 314 | 307 | |
| COLLEGE OF EAST ASIAN STUDIES | 0 | 0 | 0 | 8 | |
| DANCE | 0 | 0 | 0 | 4 | |
| ENGLISH | 0 | 0 | 0 | 12 | |
| EARTH & ENV. SCIENCES | 112 | 85 | 138 | 65 | |
| MATHEMATICS & COMPUTER SCIENCE | 419 | 432 | 508 | 536 | |
| MOLECULAR BIOLOGY & BIOCHEMISTRY | 220 | 213 | 313 | 265 | |
| MUSIC | 299 | 308 | 282 | 255 | |
| NEUROSCIENCE & BEHAVIOR | 16 | 52 | 32 | 32 | |
| PHYSICS | 323 | 363 | 215 | 315 | |
| PSYCHOLOGY | 52 | 60 | 24 | 72 | |
| WRITING CENTER | 0 | 16 | 9 | 10 | |
| INSTITUTE FOR CURATORIAL PRACTICE IN PERFORMANCE | 52 | 196 | 0 | 0 | |
| GRADUATE LIBERAL STUDIES | 1,085 | 1,143 | 1,041 | 508 | |
| TOTAL | 3,175 | 3,470 | 3,212 | 2,745 | 0 |

INFORMATION LITERACY SESSIONS

| | | | | | |
|-------------------------------|-----|-----|-----|----|--|
| MAIN CAMPUS | | | | | |
| SESSIONS EMBEDDED IN A CLASS | 168 | 164 | 155 | 13 | |
| FREE-STANDING SESSIONS | | | | | |
| BRANCH/OTHER LOCATIONS | | | | | |
| SESSIONS EMBEDDED IN A CLASS | | | | | |
| FREE-STANDING SESSIONS | | | | | |
| ONLINE SESSIONS | | | 6 | 42 | |

URL OF INFORMATION LITERACY REPORTS:

Please enter any explanatory notes in the box below

Credits are reported in Carnegie units (1.0 Wesleyan credit = 4.0 Carnegie units). Some goals for 2022 are intentionally left blank because we do not expect significant changes; others are presented as the past three-year median.

STANDARD FOUR: THE ACADEMIC PROGRAM

Overview

When students direct their own education, in consultation with intensively engaged faculty advisors, they learn to think independently, explore questions from multiple points of view, and develop habits of critical thinking that are hallmarks of a liberal education. Wesleyan upholds the principle that student choice fosters the drive to explore freely and seek connections across courses, generating the intellectual excitement that can fuel liberal education as a lifelong pursuit. Wesleyan espouses an open curriculum, admitting students who are poised to thrive in a flexible environment, who are intensely motivated to study broadly and deeply, and who push themselves and their peers to excel beyond what they may have thought possible.

The Wesleyan curriculum challenges students to create their own educational plan. Academic coherence does not rely on a core curriculum or a set of required courses; instead, students propose their academic plan to their faculty advisors and recalibrate it with their advisors each semester as their discoveries lead them to pursue new areas or deepen existing strengths. With the freedom to sample liberally across the curriculum, students may experience the surprise of unexpected ability in new fields and make fruitful connections across subject areas that do not traditionally intersect. This can generate innovative depth of study and new ways of seeing—with students posing questions from one discipline to the assumptions of another.

Our open curriculum proves to be both an asset and a challenge. On the one hand, Wesleyan offers a broad range of courses and encourages our students to expand their academic interests through exploration. On the other hand, not having a prescribed core curriculum or distribution requirements poses challenges for pre-major advising and predicting course demand. In the coming year Academic Affairs will collaborate with Student Affairs and the Office for Equity & Inclusion to provide additional advising support for pre-majors as we also continue to explore ways to balance our course offerings with student demand. (For more on advising challenges, see Standard 8.)

Description

UNDERGRADUATE PROGRAMS

Wesleyan offers two undergraduate degree programs: a residential Bachelor of Arts (BA) and, as of Fall 2019, a non-residential Bachelor of Liberal Studies (BLS).

BA degree: Wesleyan University offers [45 majors, 31 minors, and 3 certificate programs](#) in the BA program for an undergraduate population of approximately 3,200 students. There are four requirements students must meet to receive the BA degree: (1) completion of requirements for a major; (2) completion of 32 course credits, no fewer than 16 of which must be earned at Wesleyan or in Wesleyan-sponsored programs; (3) a cumulative grade average of 74% or work of equivalent quality; and (4) at least six semesters in residence at Wesleyan. This is for full-time students for students entering in their first year; students entering as sophomore transfers must have at least five semesters in residence at Wesleyan as full-time students and students entering as midyear sophomores or junior transfers must have at least four. A semester in residence is defined as any semester in which a student (1) attends classes on the Wesleyan campus (the definition of “on campus” extends to Wesleyan fall or spring courses offered remotely due to the COVID-19 pandemic), (2) has attempted at least three credits, and (3) received at least one grade.

BLS degree: The Bachelor of Liberal Studies (BLS) degree was approved by EPC and the faculty in spring 2019. This new degree has four intended audiences: (1) students in our Center for Prison Education (CPE)

program who have completed an AA degree through our Middlesex Community College (MxCC) partnership; (2) Wesleyan staff, and domestic partners of Wesleyan faculty and staff; (3) former Wesleyan students who for a variety of reasons were unable to complete the BA degree; and (4) other persons who are unable to commit to completing the residential BA in 8 full-time semesters but otherwise meet our admissions standards (as approved by the faculty, this category is limited to 10 new students per year to ensure that the program does not place a strain on demand for seats in classes).

The BLS, which is run through the office of Continuing Studies and is overseen by a faculty governing board, provides a more flexible and affordable path to a bachelor's degree. While students in the BLS have the option to complete one of the 45 BA majors, BLS students may also major in one of three general concentrations: arts and humanities, social and behavioral sciences, and natural sciences and mathematics. The four requirements for completion of the BLS degree are similar to those of the BA: (1) completion of requirements for a major or concentration; (2) completion of 32 course credits; (3) at least 16 credits earned at Wesleyan (may include courses taken via the regular fall and spring semesters, Summer Session, Winter Session, GLS courses taken for undergraduate credit, or the CPE); and (4) cumulative grade average of 74% or work of equivalent quality.

In March 2020 NECHE approved our substantive change application requesting permission to offer the BLS degree at two new locations—Cheshire Correctional Institution and York Correctional Institution—allowing us to grant the BLS to students enrolled in the CPE program at these two institutions ([see Workroom](#)). Wesleyan has offered courses through CPE since 2009 and has been in partnership with Middlesex Community College since 2016 to offer students at those institutions an AA degree. We awarded the first BLS degrees to CPE students in May 2020.

GRADUATE PROGRAMS

Wesleyan has small PhD and MA programs which provide students with advanced study and personalized training in the sciences and music. Successful students go on to careers in the technical industry, the performing arts, nonprofit organizations, and academia. In addition to the education of graduate students, these programs enhance the undergraduate student experience by providing additional mentorship to undergraduates and allowing the recruitment of more accomplished faculty. These faculty provide vibrant research experiences where an undergraduate might well learn as much about the experience of working in a lab from a graduate student as from the professor. Wesleyan devotes considerable resources to the PhD and MA programs—graduate students receive stipends and do not pay tuition—because we believe the programs enhance the overall academic and scholarship environment of our institution.

PhD degree: The doctoral degree is offered in Biology, Chemistry, Mathematics, Music (ethnomusicology), Molecular Biology and Biochemistry, and Physics. Wesleyan's Music department has a particularly strong international reputation for the quality of its graduate program in ethnomusicology, with many graduates now leaders in the field ([see Workroom](#)). All enrolled PhD students receive a stipend—**\$3,188 a month in 2022-23 for sciences and mathematics, and \$2,710 for music**. (The music stipend is smaller due to the need to spread the available amount among the larger number of music students; a proposal to make it the same is under consideration.) The stipend is intended to allow the student to concentrate on their studies, not as payment for work. Graduate stipends increase yearly at the same rate as the faculty salary pool. PhD students on stipend are involved in teaching, but generally do not teach their own classes, except for a few in Mathematics.

MA degree and BA/MA program: Wesleyan regularly awards MA degrees in the sciences and in Music (composition and ethnomusicology). Any other department may award an MA degree in special situations,

but that has not happened in the past 10 years. Astronomy, Earth and Environmental Sciences, and Music have stand-alone two-year master's programs for which they recruit outside students every year. These students receive the same stipends as doctoral students, though again Music students receive less. The other science departments occasionally award terminal MA degrees to students who entered as doctoral students, and sometimes for other reasons. For example, it is not uncommon for a Mathematics PhD student to receive an MA in Computer Science along the way to the PhD, thereby improving job prospects.

Wesleyan also has a BA/MA program available only to Wesleyan undergraduates in the sciences. Through this program, a student receives a BA in the fourth year as usual and stays an additional year tuition-free to receive an MA in a fifth year. These students do not receive a stipend in their MA year, but as of 2022-23 Wesleyan will provide significant financial aid to cover living costs. Students apply to their department in the fall of their senior year and should have already begun the project that will become their MA thesis. Departments rank applicants, and there is a faculty admissions committee led by the Director of Graduate Studies to balance the limited number of slots (23 fall admissions; 1–2 spring admissions for students who are off cycle) across departments. A student who does not complete the MA in the fifth year may have one additional year for thesis writing if necessary.

MALS and MPhil: Wesleyan's Graduate Liberal Studies (GLS) program, which offers the MALS and MPhil degrees, was the first of its kind and is still one of the larger GLS programs in existence. The MALS and MPhil are commonly pursued by regional K-12 teachers, Wesleyan staff (tuition is waived for staff), and community members looking to pursue further liberal education. Wesleyan undergraduates may also take GLS courses during their junior or senior years.

Before we delve into the appraisal, it may be helpful to briefly explain how academic units are organized at Wesleyan. Academic units include departments, programs, colleges, and centers. Departments are the traditional academic units at Wesleyan, typically housing one academic field. Departments evolve over time, embracing innovations in pedagogy and shifts in the field. Programs originate in thematic fields of study that may be experimental, small, or emerging at Wesleyan, allowing more flexibility and innovative pedagogy; over time as the area of study grows at Wesleyan, some programs convert from offering minors to majors, or become departments (e.g.: African American Studies). Colleges are intended to be interdisciplinary and contain more than one unit (at least one academic major, minor, or certificate, along with a museum, archive, or other kind of academic center). Colleges are also intended to combine various disciplines for what is thought to be a distinctive perspective. We recognize that there is diversity among the colleges and programs, and we are currently taking steps to further clarify these definitions at Wesleyan. Finally, academic centers do not host majors but may host a minor or certificate; they combine curricular and co-curricular activity, and they serve and support the research and learning of faculty, staff, and students from across all of the divisions and disciplines. Throughout this self-study, we use the term "academic unit" to refer to all four.

Appraisal

ASSURING ACADEMIC QUALITY

Wesleyan's academic program is overseen by Academic Affairs (including the provost, associate provosts, and divisional deans), the Educational Policy Committee of the faculty (EPC), and the faculty more broadly. The departmental external review process brings important external voices into regular review and oversight; as noted in Standard 2, Academic Affairs expects all academic units to engage in a self-study and external review process approximately once every ten years. Traditionally, Academic Affairs had planned for 3 external reviews each year (one from each division), but as the number of academic units has grown

and other units have been added to the list (library, athletics, Center for the Arts, Continuing Studies, etc), the process has fallen behind schedule. To get back on track with the “every ten years review,” we have decided to increase the planned external reviews from 3 per year to 5–7 per year and set aside additional funding for that purpose ([see Workroom](#)). We have also developed guidelines ([see Workroom](#)) to guide units through the self-study and review process: The self-study is to provide an overview of the unit’s articulation of its educational objectives and a vision for its future, and the external review is to provide the academic unit, Academic Affairs, and EPC with (1) an assessment of the unit’s effectiveness in meeting its educational objectives, (2) the range, balance, and strength of the curriculum offered with respect to the current state of the discipline, and (3) an assessment of, and support for, the unit’s vision for the future.

One example of a recent productive external review process is the 2019-20 review of the College of East Asian Studies (CEAS). Five years earlier the department of Asian Languages and Literature merged with the East Asian Studies program and the Mansfield Freeman Center for East Asian Studies to form the CEAS, which since then has seen near-total turnover among faculty as well as a significant demographic shift among students (from majority white American to majority Asian and Asian-American). These changes have occasioned a deep rethinking of the curriculum and College. After a thorough self-study process and external review, CEAS implemented the following curricular changes: (1) streamlined concentrations from six to four; (2) changed the premodern requirement from one course on Japan and one course on China to a single “foundations” course that covers Japan, China, and Korea to (a) give students a more coherent experience in the major and (b) enhance the Korean content so it was more co-equal with the other two countries (this course now serves as a large gateway course and is timed for the second semester first year, concurrent with the canonical timing for declaring the major); (3) changed the timing of the pro-seminar course from the spring to the fall of sophomore year, immediately after students declare the major which helps with cohort-bonding; (4) increased the methodological training in textual analysis in the pro-seminar; (5) shifted study abroad from a “requirement” to an “expectation” to make the CEAS major accessible to more students; (6) formalized a commitment to offering 3+ years of Korean language (nearly on par with the Chinese and Japanese language offerings); and (7) developed more pan-Asian courses and hence more courses with Korean content.

Additionally, CEAS made changes to the structure of their faculty appointments. When CEAS was first formed there were 5 language faculty: 2 in Chinese, 2 in Japanese, and 1 in Korean. Of those five, one was an Adjunct Professor, the remaining four were on “visiting” contracts even though they had been teaching at Wesleyan for many years and offering mission-critical courses. Over the past 6 years, all five of those faculty members have become Professors of the Practice (PoPs): one Associate PoP in each language serving as a language coordinator and two Assistant PoPs (in Japanese and Chinese). We also have a per-course visitor who is supplementing our Korean language offerings as we test the level of student demand.

EPC is regularly involved in curricular review and renewal ([see Workroom](#)). Measures approved by EPC over the past few years include: a new cap on the number of credits toward graduation that may come from the category of nonstandard courses; a change to the course repeat policy; and changing the title of most “certificates” to “minors.” With respect to the last, EPC judged that while the term “minor” is well understood, the term “certificate” has more varied meanings outside of Wesleyan. Only three certificates remain (applied data science; social, cultural, and critical theory; and writing).

The Class of 2025 entered in fall 2021 with 910 new students—by far, the largest class ever to matriculate at Wesleyan. This reflects both a significant number of pandemic-related deferrals we felt morally compelled to approve and better than predicted yield on Regular Decision offers. Nevertheless, we anticipate difficulties with respect to course access and residential life as this class moves through the program. Academic Affairs is gathering data on the curricular demands and making plans to hire additional faculty

to meet the needs of this larger-than-usual student population. To avoid the prospect of, once again, over-enrolling and compounding challenges, the Office of Admission's yield model has been adjusted and the University has reduced the Class of 2026 target range by 15–20 students.

UNDERGRADUATE DEGREE PROGRAMS

BLS Degree: This degree program launched in fall 2019, and as of fall 2021, the BLS student population consists of: 14 students in the Center for Prison Education (CPE); 1 former CPE student; 1 Wesleyan staff; and 1 student in the category of “other.” Implementing the new program has not always gone smoothly. Fitting it into our student information system (PeopleSoft) and our academic regulations proved more challenging than anticipated. And for the 2020-21 academic year (the first year we had students taking classes on campus who were not covered by Wesleyan's staff tuition benefit) we were unable to offer federal financial aid to BLS students because staff did not have time to go through the application process to gain approval, though Wesleyan provided Pell-equivalent scholarships to eligible students that year. We began offering federal aid to BLS students as of the fall 2021 term.

Since 2016, CPE has been offering courses from Wesleyan and Middlesex Community College (MxCC) in two local prisons. These courses, which are taught by faculty and include Wesleyan student teaching assistants, may count towards an AA from MxCC and, as of fall 2019, a BLS from Wesleyan. When we first implemented the BLS and articulated AA transcripts into our system, we discovered that there was a mismatch between Wesleyan's credit hour and MxCC's credit hour that led to some courses—which had been intended to all be worth one unit of credit—being articulated as .75 credits when they transferred to Wesleyan. We worked with the leadership at MxCC to develop a block articulation policy for the CPE AA degree, which was approved by the Wesleyan faculty in November 2021.

As we look to the future, one of the goals for the CPE program is to raise funds to help underwrite BLS tuition for former CPE students after they are released from prison, because even though BLS tuition is approximately half the cost of BA tuition, it is still unaffordable for many.

BA Degree: Wesleyan faculty and academic units are regularly engaged in curricular renewal of the BA degree. Two new minors were recently approved: Human Rights Advocacy and Global Engagement, which replaced an older minor in International Relations. In 2018-19, a new minor in Chemistry was approved as was a new course cluster, Sustainability and Environmental Justice. Another new course cluster, Asian American Studies, was approved a year later. In addition, many majors, minors, and certificates have made curricular changes in recent years, including: Religion, English, Art History, Dance, Theater, Government, Computer Science, and College of East Asian Studies.

The biggest curricular change in the past few years is the approval in 2019-20 of a new interdisciplinary College of Education Studies (CES), which now offers a linked major in addition to the existing minor in Education Studies. The college is co-chaired by tenured faculty from the psychology department whose research includes education. As of fall 2021, an additional 14 faculty members have joined the college as **core faculty**, and 9 as **affiliate faculty**. CES hired a new tenure-track faculty member, a Provost's Equity Postdoctoral Fellow, and 4 per-course visitors (3 of whom are scholars of color).

The Education Studies linked major consists of 10 credits plus a practicum experience equivalent to at least .5 credit—the fact that this is a “linked major” means that it can only be declared and completed in addition to a primary major. As of fall 2021, there are 88 Education Studies students: 45 linked majors (these students come with 15 different primary majors) and 42 minors. In fall 2021, Education Studies realized 382 enrollments in 15 classes.

A faculty retreat engaged in strategic planning for CES led to the following goals: hiring additional faculty to continue to expand course offerings to meet student demand; finding a long-term solution to the issue of transportation of students to and from their required practicum placements; streamlining processes related to working in schools (e.g., background checks for students); fostering greater research and practice partnerships between faculty, students, alumni, and educators; and exploring the possibility of offering a path to teacher certification within the next five years, potentially as part of a BA/MA.

GENERAL EDUCATION

Wesleyan expects its students to attain a broad range of knowledge across disciplines. The general education expectation states that students should earn at least two course credits in six different departments or programs in each of the three curricular divisions—natural sciences and mathematics (NSM), the social and behavioral sciences (SBS), and the humanities and the arts (HA)—by the end of the sophomore year. By senior year, they are expected to take one additional course credit in each of the divisions. For the preceding five graduating classes 75% fully met this expectation, 13% completed stage 1 only, and 12% fulfilled neither stage of the expectation. Given the open curriculum, we are pleased with the percentage of students who choose to complete the general education expectations.

With Wesleyan's open curriculum, faculty advising plays an important role in helping to ensure academic coherence in individual student plans. Every student is assigned a pre-major advisor who usually serves as the faculty advisor until the student declares a major (on average, around one in eight students will switch to a different pre-major advisor; similarly around 1 in eight students' pre-major advisor becomes their major advisor). The faculty advisor meets with their advisee each semester to review course selections and ensure that they allow the student to meet his or her academic goals. Student satisfaction with pre-major advising has been consistently lower than satisfaction with major advising. In 2021-22 the Provost convened an Ad-hoc Advising Task Force to consider ways to both improve the student advising experience and to ensure greater equity in faculty advising loads. The task force is comprised of 11 members with representation from the faculty, Academic Affairs, Institutional Research, the Registrar's Office, the Class Deans' Office, Equity & Inclusion, and Career Services. Student voices have been incorporated via numerous student focus groups.

One concern has been how to offer advising over the summer when incoming first-year students make their fall course selections. Prior to 2015, students enrolled in two courses in July, then chose the final two courses in consultation with their advisor during orientation. There was a growing sense, however, that the uncertainty was making them anxious, so we ran a pilot in which students enrolled in all four courses over the summer. Four-course summer registration became the normal practice in 2015, though it is still controversial, with many faculty concerned that it leads to poor course selections, particularly among students coming from disadvantaged backgrounds. In response, we have sought to develop additional advising resources that can be made available over the summer. A Summer Advising Guides program—in which a group of faculty were paid a small stipend to call a tranche of new students over the summer—was piloted in 2018 but showed no particular benefit. In summer 2021, faculty were asked to advise students virtually over the summer due to the pandemic. Not all faculty did so, however, and a number were disheartened to be asked to engage in advising work during the summer when they needed to focus on their research.

The task force met every other week during the 2021-22 academic year to review recommendations from previous advising task forces, gather new data, reach out to peer institutions, and seek faculty and student feedback via meetings with EPC, student focus groups, and an open forum for faculty and students to develop recommendations to improve the student advising experience, particularly during that first

summer and first year on campus. A few changes have been implemented already as a result of this task force: (1) a pilot is being developed to provide summer advising together with more intensive advising during the first year for a group of students identified by Admissions as likely to benefit the most; (2) a new “Academic Roadmap” tool was developed for the incoming class to provide more streamlined academic advising information over the summer while they are selecting their fall courses; and (3) enhanced training and ongoing support for faculty advisors. The task force’s report includes a number of other recommendations that require further discussion before implementation ([see Workroom](#)).

Wesleyan offers two programs which involve more intensive advisor training and advising experiences for particular student populations. The Wesleyan Math and Science Scholars (WesMaSS) program trains advisors in metacognitive and growth mindset practices and gratitude discussions with advisees. In addition, each year since 2014-15, Wesleyan has admitted a cohort of Posse veteran scholars, each of whom has a faculty mentor as well as a pre-major advisor. Posse mentors receive training and support from the Posse organization on the mentoring process and the unique experiences and needs of our veteran scholars. A recent review of Posse retention and completion showed that 79% of the members of the first four cohorts graduated with their BA degree and that the majority of Posse scholars who withdrew or transferred did so due to family or medical reasons. WesMass has made a significant impact on retention in the sciences for historically marginalized students (in 2019 78% of WesMaSS students ended up majoring in science or math compared to 51% of the control group of students who fit the WesMaSS profile but did not participate in the program). While each of these programs offers much more than just additional academic advising, we are looking into whether any of the advising training and techniques could potentially be scaled up to wider groups of pre-major advisors and students.

THE MAJOR

Wesleyan offers 45 clearly defined majors, and every student must complete the requirements of one major to graduate. In recent years we have seen a growing number of students choosing to double major (currently 45% which is double 2004 levels). We are watching this trend closely because while it may seem as though double majors would engage in curricular breadth, our data shows that double majors take courses in fewer subjects (between 2004 and 2021, on average double majors took classes in 12 different subjects compared to single majors who took classes in 14 subjects), so we have some concerns that multiple major requirements may actually prevent students from the kind of exploration that Wesleyan encourages.

Academic Centers: In addition to the traditional majors hosted by our departments, programs, and colleges, Wesleyan has a number of academic centers that offer minors or certificates, combine curricular and co-curricular activity, and support the research and learning of faculty and students across the divisions and disciplines.

The Fries Center for Global Studies (FCGS) has two overarching goals: to promote language learning and a culture of multilingualism, and to increase international and intercultural education opportunities. The first goal is pursued through innovative language pedagogy and the use of cutting edge technology, through Cultures and Languages Across the Curriculum courses in which faculty members teach stand-alone or companion content courses in languages other than English, and through the offering of flexible options for students to study languages beyond those we regularly teach (including [0.5-credit Supervised Independent Language Courses and 0.25-credit online Mango classes](#)).

The goal to increase international and intercultural education opportunities is pursued in a number of ways. Helpful structural changes include integrating the Office of Study Abroad into the larger team of the FCGS (thus allowing for synergistic interactions among staff promoting on-campus and off-campus international

opportunities); creating a full-time Assistant Director of Fellowships to support students applying for national and international fellowships; providing shared office space and unified support for Wesleyan's 11 Foreign Language Teaching Assistants (these are visiting non-degree-seeking students assisting with language and cultural instruction in many language areas); allowing faculty to participate in FCGS as affiliate faculty members (so as to increase faculty involvement in the Center's mission); forging and strengthening partnerships with campus units with aligned missions (such as Resource Center, Office for Equity & Inclusion, and Office of International Student Affairs); and creating a redefined position of Global Marketing Specialist to oversee the FCGS and broader university communications around international issues. We have also created the Internationalizing the Curriculum Initiative, in which faculty are given space to learn and discuss how to bring international, transnational, global, and/or decolonizing elements into their courses or departments; we publish the biweekly *Wes and the World* newsletter which currently reaches more than 1000 faculty, staff, students, and alums; and we organize annual, student-run International Education Week events.

Housed within FCGS is the Office for Study Abroad. Wesleyan sponsors three study abroad programs and has consortial arrangements with several other programs. Students also have the opportunity to study abroad through some 115 approved programs in 40 countries and to petition FCGS for permission to participate in other study abroad programs. Wesleyan considers study abroad to be an integral part of a Wesleyan liberal arts education, so there are rigorous processes in place to evaluate existing approved programs and approve new ones. Student petitions are evaluated based on program quality and relevance to the students' academic plans. Language study is important to all these evaluations and approvals. Forty-three percent of students from the class of 2020 spent a semester or academic year studying abroad. The pandemic forced the suspension of study abroad for fall 2020 and spring 2021, but spring 2022 and fall 2022 (projected) are back to pre-COVID participation numbers. FCGS is working with academic departments to identify pathways and reduce barriers to students studying abroad with the goal of reaching 50% student participation by 2027.

One of the objectives of the last strategic plan was to increase civic engagement on campus. Today, the Allbritton Center for the Study of Public Life is the hub of civic engagement here, encompassing academic programs and co-curricular units that interface with the local and regional community. Included under the umbrella of this center is the Center for the Study of Public Life (CSPL), which houses a rotating slate of courses, lectures, and research opportunities pertaining to public life. Recently, the University Network for Human Rights has partnered with this center to create a new minor in Human Rights Advocacy (approved for a 3-year trial). There is also a Civic Engagement Minor, designed for students integrating their civic and academic efforts. The Jewett Center for Community Partnerships stewards relationships with local institutions and residents, providing opportunities for students to engage with these off-campus communities. The Patricelli Center for Social Entrepreneurship forges pathways for potential student entrepreneurs in the areas of social change, including a new course, "Startup Incubator." A new Sustainability and Environmental Justice course cluster has emerged from the Sustainability Office, providing courses about sustainability and reducing carbon footprints. Units that reach into the broader local community include WESU 88.1 FM, a wide variety of service-learning courses that provide hands-on experience in the local Connecticut communities and can culminate in a Civic Engagement Certificate for students, and the Center for Prison Education.

The Center for the Arts (1) supports the research, public productions, and in-studio teaching needs of the departments of Art and Art History, Dance, Music, and Theater; (2) leads interdisciplinary collaborations and other initiatives that integrate artists into creative curricular and co-curricular initiatives; and (3) organizes powerful encounters between visiting artists and diverse elements of the Wesleyan community, the greater Middletown community, statewide, and regional audiences. The CFA has partnered with artists

such as Laurie Anderson, Eiko Otake, Toshi Reagon, and Liz Lerman, galvanized interdisciplinarity in the arts on campus through the [Creative Campus Initiative](#), fostered the profession of presenting and contextualizing contemporary performance through the decade-long Institute for Curatorial Practice in Performance, and recently launched the Embodying Antiracism Initiative funded by Andrew W. Mellon Foundation.

Over time, the breadth of the mission has muddled the identity of the CFA, allowing individual components to become stronger than the whole. Now, as the CFA approaches its 50th anniversary and emerges from several years of leadership turnover and resulting organizational drift, a new Campus Arts Plan ([see Workroom](#)) envisages the CFA's next half-century. Specific physical and technological needs are to be addressed, but, most importantly, the program is being reconceived: the future CFA will provide fellowship time and resources for students, faculty, and outside artists, emphasize think-tank style collaborative process over final performance, and return to its conceptual roots in experimentalism.

The Shapiro Center for Writing draws together curricular and co-curricular programs in academic, creative, and public writing. In academic writing, the Shapiro Center assists professors with writing instruction, administers peer-to-peer mentor and tutor programs for students, and coordinates writing support for multilingual students. In creative writing, the Center plans the Russell House Reading Series for visiting writers, coordinates creative writing courses across campus, and oversees co-curricular events and lends support to student groups. In public writing, the Center administers and supports the [Calderwood seminar](#) program. Working from a new building and with a new organizational structure (including new PoPs in both creative and academic writing), the Center offers a robust set of programs for students and faculty. These include the Writing Workshop, courses in public writing, support for multilingual students (including graduate students), evolving collaborations across campus, and increased consultations and course visits. And there is a significant increase in the number of participants in its faculty seminar on the teaching of writing. Wesleyan's investment in writing is strong and varied. At the same time, integration of that variety is a challenge. Efficiency and coordination among writing offerings will be a key factor in addressing unmet needs, including having enough writing-intensive courses (from the FYS to the senior capstone). Retention of PoP faculty and creative writing faculty at all ranks will also be key.

The Center for the Humanities (CHUM) offers programming on campus that highlights the relevance of work in the humanities to public life. Each year CHUM has a theme tied to a timely issue: e.g. ["Justice and Judgment"](#) (2013), ["Mobilities"](#) (2014-15), ["Hope and Hopelessness"](#) (2016), ["Intellectual Property / Intellectual Piracy"](#) (2017), ["Rethinking Necropolitics"](#) (2017), ["Corporeal Techniques and Technologies"](#) (2018), ["Hyperbole: Sense, Sensation, Spectacle"](#) (2019), ["Revolutions: Material Forms, Mobile Futures"](#) (2019-20). Events are free, open to the public, advertised online and through social media, and garner robust audiences.

The Quantitative Analysis Center (QAC) supports data analysis across the curriculum. Before 2012, the QAC offered one course each fall. Now that course follows a flipped-classroom project-based learning pedagogy, is offered every semester (including intersessions) and is always over-enrolled, and has received attention for attracting a high number of students of color (48% in AY22). Since 2012, following the addition of three new full-time positions, QAC has developed 28 new courses enrolling approximately 800 students (and will develop more thanks to a new faculty hire). QAC has also increased tutoring and course-specific workshops, including offering more than 1,500 hours a year of statistical consulting services to thesis writers, faculty-student research projects, and research labs. Notably, the QAC has promoted the development of research labs in areas where lab work is not as common (e.g., deltalab.research.wesleyan.edu), increasing opportunities for using statistical computing across the curriculum. Students collaborate with faculty, present their work in professional conferences and co-author papers. At the end of the 2014 academic year, the Data Analysis minor and the Applied Data Science certificate were introduced. The first

eligible class to complete either program (class of 2016) had 13 students enrolled. The programs quickly gained in popularity, reaching 70–80 students for recent senior classes, making Data Analysis the largest minor on campus. Finally, one example of co-curricular activities organized by QAC is its participation every year in the American Statistical Association sponsored “datafest” event. Wesleyan typically hosts 70–100 students from five different schools. Students in small teams work on data analysis projects over a long weekend supported by QAC faculty and alumni. The teams present their work to a panel of judges (academics, industry professionals, alumni) that award the event’s three prizes.

Wesleyan faculty and students are fortunate to have unique material and digital library collections at their disposal. [Special Collections & Archives](#), the [Davison Art Center](#), the [World Music Archives](#), and the [Archaeology/Anthropology](#) and [College of East Asian Studies](#) collections are key assets for the University and are experiencing greater visibility and integration with the academic program. (This was part of the *Wesleyan 2020* strategic plan.) Beginning in 2018, the collections were brought together under the library with the goal of creating a central resource for “teaching with objects” and facilitating discovery across collections. Progress in the latter is difficult to gauge, but curators for each collection meet regularly and work together to create, promote, and sustain an articulated set of services for faculty and students across their respective collections. The construction of new office, storage, and teaching spaces for the Davison Art Center (DAC) in Olin Library, along with an adjoining new gallery, will help raise visibility and expectations for both the DAC and partner collections. The continued growth in use of Special Collections & Archives (by students, faculty, and outside scholars), the expansion of interest in the Archaeology/Anthropology collections beyond the expected disciplines, and the pandemic-accelerated adoption of digital facsimiles across all collections together point to a strong interest on the part of Wesleyan faculty and students that will require continued attention and resources.

AREA OF SPECIAL EMPHASIS: GRADUATE DEGREE PROGRAMS

Wesleyan has three fundamentally different kinds of graduate programs—each with different academic (and hence) enrollment goals: (1) departmental MA and PhD programs, (2) a BA/MA program, and (3) a Graduate Liberal Studies program offering MALS and MPhil degrees.

Departmental MA and PhD programs: Wesleyan offers a master’s and doctoral program in the sciences and music, where tuition for students is waived and students receive stipends. Because every student receives a stipend, the main goal here is to not overspend. There are 74 stipends in the sciences and 13 in music. In addition, scientists with active grants can support additional stipends through their grants. Wesleyan’s goal is to use all of the available stipends, including any grant funding, without going over budget. This certainly has challenges, mostly around matching complicated individual situations, such as student leaves for health or other reasons, with the fixed stipend budget. There is currently a plan under development to provide some greater flexibility in stipend budgeting, beginning in 2022-23.

As the curriculum committee for the entire university, EPC receives reports on graduate education and votes on major graduate curriculum changes. It delegates smaller issues to the Graduate Council, a committee with one representative from each graduate department as well as the Graduate Student Association. The Graduate Council is led by the Director of Graduate Studies, a faculty member appointed by and reporting to Academic Affairs, and the Director of Graduate Student Services, a staff member whose role is analogous to that of a dean of graduate students. Each graduate department has its own graduate committee as well.

Curricular and administrative changes made since the last self-study include:

- Centralization and standardization of graduate admissions letters through the implementation of Slate.

- Introduction of a graduate concentration in Planetary Science.
- Establishing a graduate student exit survey and review process.
- Establishment of 3 floating graduate stipends that departments can apply for when they become available. This was a controversial decision by the Provost in 2015. It has allowed some additional graduate stipends to go to incoming faculty members and under-resourced areas, but the departments that lost stipends in this reallocation remain unhappy about it.
- Establishment of clear written standards and timelines for significant milestones (qualifying exams) and graduation.
- Initiatives to assist with the thesis writing process.
- Efforts to reduce the stress of advisor-advisee relationships through multi-person mentoring committees for each student.
- Introduction of limited budgetary flexibility around graduate stipends, beginning in 2022-23.

We also note that in the general 10% budget cut that was implemented in response to the pandemic in 2020-21, neither the number nor the size of graduate stipends was cut. This was very different from the last budget crisis in 2009-10, when three graduate stipends were permanently cut, angering faculty.

BA/MA program: Related to the traditional MA and PhD program is Wesleyan's BA/MA program, where a limited number of Wesleyan undergraduates (at most 25) can stay a fifth year tuition-free and graduate with a Master of Arts degree if they successfully defend their thesis. Similar to the MA and PhD program, we do not really have an enrollment goal for the BA/MA program. This is more of an opportunity for Wesleyan students; if they take advantage of it, that is wonderful, but it is not a problem if fewer students enroll. In practice, there are more students interested in the BA/MA program than available slots. There are also issues with access to the BA/MA program: tuition is waived, but there are still room and board costs that the students must cover, generally with family assistance. We have gradually been moving in the direction of providing financial aid for the MA year of the BA/MA program, introducing a food benefit beginning in 2015-16, and trying to address individual hardships on a case-by-case basis. Thanks to a significant gift received in Fall 2021, we will have substantial financial aid available for eligible BA/MA students beginning in 2022-23.

Graduate Liberal Studies program: Finally, there is Wesleyan's Graduate Liberal Studies (GLS) program, administered by the Director of Continuing Studies, a staff member who reports to Academic Affairs. This program offers working adults the opportunity to pursue graduate work at Wesleyan. The curriculum is independent of undergraduate and MA/PhD courses; faculty are hired on a per-course basis and compensated by Continuing Studies beyond their standard Wesleyan course load. The program is very flexible, allowing students to create and customize their own course of study via broad concentrations (Arts, Humanities, Social Sciences, Sciences, and Education and Human Development). Students generally take one or two courses at a time in fall, spring, and/or summer term. They can take courses for pleasure or apply to degree candidacy, and work toward a Master of Arts in Liberal Studies degree, a Master of Philosophy in Liberal Arts degree, or a non-degree Graduate Certificate in Writing. Many teachers from public and private K-12 schools in the region and beyond take GLS courses; so do many Wesleyan employees (for whom tuition is waived), and other professionals.

Faculty oversight has historically come from a faculty advisory board and EPC. Beginning in 2021-22, faculty oversight of GLS has been strengthened with the addition of a Faculty Director of Continuing

Studies Curriculum. We hope this will lead to even better integration between the Wesleyan faculty and the GLS program.

Financially, this program is expected to pay for itself (including covering the waived tuition for Wesleyan employees), and, in combination with other programs run by Continuing Studies, to return revenue to the University. It hires Wesleyan professors and the occasional outside professor to teach, and charges tuition (with limited financial aid). The program has decreased in size over the past decade as enrollments in graduate liberal studies here at Wesleyan, as well as at other institutions around the country, have declined. In 2012 GLS had approximately 280 active students and graduated 45 to 80 students each spring; today GLS has approximately 150 active students and graduated 33 students in May 2022. Since the program has a small staff who run GLS along with other Continuing Studies offerings (Summer and Winter Sessions, the BLS degree, and other pilot programs) and does not have permanent faculty dedicated to the program (instead hiring faculty “per-course”), the program is nimble and has been able to downsize effectively as enrollments have declined, so that the program, while smaller, remains financially self-sufficient. At the same time, GLS has responded to the declining enrollments by instituting a number of initiatives and partnerships described below.

GLS curricular initiatives: (1) Developed a new 6-course non-degree Graduate Certificate in Writing that students can complete on its own or in tandem with an MALS or MPhil degree, (2) Developed a new multidisciplinary concentration in Education and Human Development that integrates wide-ranging existing courses in subjects like psychology and education studies into a unified and career-focused academic program and gives the program’s student population of K-12 teachers a clear indication how the MALS degree aligns with their professional goals, (3) Integrated online courses into the GLS curriculum; while Wesleyan does not offer fully-online MALS or MPhil degrees, we hope to gain distance learners with a plan that allows for a mix of online and in-person courses (a student could complete the degree with 2 summers on campus and the rest of the courses online, for instance, which is attractive to some teachers), (4) Increased the number of course offerings in the social sciences (after seeing more students choosing to concentrate in that area), (5) Discontinued the mathematics concentration due to a decline in student interest (only two students concentrated in mathematics in 2019).

GLS partnerships: We are partnering with groups such as The Association of Boarding Schools (TABS), Connecticut school districts and superintendents, Alternate Route to Certification programs (ARC), and other programs involving K-12 educators who are a target market for the MALS degree. We recently restructured our Connecticut teacher scholarship program to make it available to a greater number of people (and are seeing an increase in interest and inquiries). We also created the Education Leadership Fellows (ELF) program for teachers from TABS member schools, involving a stipend and special seminars leading to a Certificate of Education Leadership. Approaching its fourth year in summer 2022, the TABS ELF program has been very well received by boarding school faculty and administrators and has brought in a significant number of new students, even during the pandemic. We intend to widen this partnership to independent day schools (non-boarding), as well.

Staff training: Continuing Studies is increasing training and expertise with new marketing technology and customer resource management software (Slate) in order to strengthen recruiting efforts and bring in new students.

The fact that the Data First forms compile these three quite different kinds of graduate programs together may leave the impression of enrollment fluctuations that are actually not significant. There have also been data changes and programmatic changes. In 2015, we stopped including ABD-NOT graduate

students in the enrollment count (these are students who have completed all of their graduate requirements except the thesis or dissertation and are not taking classes). This led to an apparent drop in enrollment that was not real.

In 2021, we closed the Institute for Curatorial Practice in Performance (ICPP) graduate program, also leading to a small drop in reported enrollment. ICPP began in 2010-11 as a post-baccalaureate certificate program; in 2013-14, EPC and the faculty approved an MA in Curatorial Practice in Performance. There was hope that the MA degree would draw more student interest and allow the program to grow, but the number of students enrolled in the MA program from 2015 through 2021 ranged from 3 to 9 and the highest number of students in the certificate program (17) was in the program's very first year. In the summer and fall of 2019, the Provost convened a working group to evaluate the viability of ICPP at Wesleyan. Though many strengths of the program were recognized, Wesleyan made the decision to suspend the 2020 admission process, and in March 2020 announced that the program at Wesleyan would end (with the expressed hope that it would be transferred to New York University). ICPP at Wesleyan officially ended when the May 2021 class graduated.

TRANSFER CREDIT

Students may obtain credit toward the Wesleyan degree for courses taken during the academic year at another accredited U.S. institution or in the summer session of another accredited U.S. or international institution if (1) the courses have been approved in advance by the relevant Wesleyan academic unit, and (2) the grades in the courses are C- or better. (Courses taken prior to matriculation do not require pre-approval and may include courses taken at an accredited international institution during the academic year.) Academic units may impose other conditions for the transfer of credit, such as a higher minimum grade, review of coursework, or passing a departmentally administered exam. The Wesleyan academic record will not reflect grades earned at another institution; only credits may be transferred. The final amount of credit transferred to the Wesleyan transcript will be determined in accordance with Wesleyan's policy on transfer credit and the evaluation of the appropriate department. (As a guideline, it should be noted that one Wesleyan unit is equivalent to four semester hours, or six quarter-hours.) A BA student may post a maximum of two non-Wesleyan credits (2.5 credits with a course that offers a lab) in any given summer. Study-abroad credits earned by students who currently are withdrawn or required to resign will not be accepted.

Certain partnerships allow non-matriculated students to attend class at Wesleyan on a part-time or full-time basis. Some of these partnerships come at no cost to the student, who is allowed to take a single course in any given semester. The part-time programs include the high school scholar program designed for local high school juniors and seniors, the Middlesex Community College honor program for MxCC honor students, and the Trinity/Connecticut/Wesleyan Consortium (a reciprocal program that allows our students to take a single course at either Trinity or Connecticut College). In addition, the visiting international student program and the 12-college exchange program allow students to attend Wesleyan for one or two semesters as full-time students. Both programs have contractual payment agreements with the student's home institution.

INTEGRITY IN THE AWARD OF ACADEMIC CREDIT

The EPC has tasked the academic deans to review courses to ensure they are assigned the appropriate amount of credit. One Wesleyan course credit is worth 4.00 semester-hours or 6.00 quarter-hours. The expectation is that a course awarded one credit requires 120–160 hours of engaged academic work. Based on this assessment the course may be assigned .25, .50, .75, or 1.00 credit. Most Wesleyan courses are worth 1.00 credit. To set a fair time commitment expectation for students, instructors are encouraged to

include language in their syllabus indicating that students should expect approximately three out-of-class hours for every class hour to complete the reading, assignments, homework, and projects and that if students are finding the time required much different from that, they should notify the instructor.

In addition to the standard academic year curriculum, Wesleyan offers optional courses via intersessions. Summer Session offers courses in two four-and-a-half-week sessions from the end of May through July. While this program is open to anyone, the vast majority of participants are current Wesleyan undergraduates, with a few students from other colleges and a small number of PreCollege students. Winter Session offers courses in a two-and-a-half-week session in January before the spring term begins. Due to the calendar and the lack of housing for those not already housed on campus, Winter Session attracts very few non-Wesleyan students. The sudden move to a fully online Summer and Winter Session (due to the pandemic) led to a tremendous rise in enrollment (Summer jumped from 63 enrollments in 2019 to 240 in 2020 and 205 in 2021, and Winter jumped from 98 enrollments in 2020 to 253 in 2021 then back down to 106 in 2022). We cannot be certain that high enrollment levels will remain post-pandemic, but online offerings should allow more students to participate. In October 2021, faculty approved a 3-year pilot to offer a mix of online and in-person courses in Summer and Winter Session ([see Workroom](#)).

AREA OF SPECIAL EMPHASIS: DISTANCE EDUCATION

On March 11, 2020, Wesleyan announced a transition to remote instruction for the remainder of the Spring 2020 semester due to the COVID pandemic. In the weeks prior to and following this announcement, our [Center for Pedagogical Innovation](#) (CPI) together with ITS and the Library held a number of workshops on remote teaching, in addition to meeting with faculty on the unit level and on an individual level. In early April, we decided to move all summer courses for both Graduate Liberal Studies and Summer Session online, as well (and, along with Winter Session, these stayed fully online through summer 2021). Over the summer when it appeared that the pandemic would continue at least into the fall, faculty were offered the choice to teach their classes wholly in-person, wholly online, or a combination of the two. To assist faculty in adapting their classes, we offered workshops led by members of CPI, ITS, the Library, and the FCGS; and in July, guest speakers from Muhlenberg College offered a weeklong workshop on Camp Design Online and Melissa Eblen-Zayas of Carleton College led several workshops on Resilient Course Design. During the 2020-21 academic year, all faculty had the option to teach fully remotely for both semesters, and during the fall semester after the Thanksgiving break all faculty were required to teach remotely.

In summer 2020 we piloted a summer first-year seminar (FYS) program in which we offered fully remote FYS courses at no additional cost to the incoming class (this was separate from our normal Summer Session program with courses for returning students at a cost). That summer we offered 16 courses (15 FYS plus one large lecture course) and filled every seat available with a total of 311 enrollments. Faculty and student survey responses indicated that they appreciated the summer opportunity, so we offered the program again in 2021. In 2021 we ended up with only 138 enrollments and had to cancel 5 courses. We are trying this pilot for a third summer in 2022 with a smaller number of courses (5 FYS) to gauge the interest in this summer offering for the incoming class as the pandemic settles, and plan to survey participating faculty and students in fall 2022 to determine whether or not to continue this program.

The fully online 2020 Summer Session was followed by online Winter and Summer Sessions in 2021. These sessions were very well enrolled with 3 to 4 times the usual on-campus enrollments. Online course options provide a range of benefits to students, including accessibility, affordability, convenience, and flexibility. Particularly during the pandemic, these sessions offered students struggling with their workload an opportunity to catch up on credits. The high enrollments brought in significant unexpected revenue to the University. Last October, faculty voted to approve a 3-year pilot to allow online course options as part

of Winter and Summer Session. We had planned to offer 10 online courses (out of 16) in Winter 2022 but ended up moving all Winter courses online as the pandemic worsened. Eleven out of 15 courses that ran in Summer 2022 were offered remotely (and 8 of the 11 courses canceled due to low enrollment were scheduled to be in person).

Online GLS courses had been approved by faculty in February 2015 but had not been widely implemented because the available platform (Newrow) was expensive and difficult to use. However, fully online GLS courses via Zoom went very well during the pandemic, and we plan to include a mix of online and on-campus courses going forward (under our current accreditation Wesleyan may not allow more than 50% of a student's degree to be completed online).

Teaching in Summer, Winter, and GLS programs is voluntary, and Wesleyan faculty who choose to teach receive additional compensation. The director of Continuing Studies puts out a call for proposals to instructors and department chairs. A slate of proposed courses for undergraduates is submitted to the deans and provosts, who review and approve a final list. GLS course proposals are reviewed by a 6-member GLS faculty advisory committee whose recommendations are then reviewed and approved by the Provost. Department chairs and instructors may choose to teach online or in person.

When we moved to teaching fully remotely during the pandemic, Academic Affairs put out a guideline that a minimum of 25% of normal course contact hours must include synchronous interaction between the student and the instructor. This means that a traditional 1-credit course that would normally meet in person for 40 hours must include at least 10 hours of synchronous interaction. Most online courses included a much higher percentage of synchronous teaching, and many courses kept the same synchronous meeting hours after they moved online that they would have had if the course met in person.

For about eight years, we have also offered a small number of classes in the Romance Language and Literature department that are co-taught with classes in Spain. The classes are linked via video conferencing once a week.

In fall 2021 Wesleyan partnered with National Education Equity Lab to offer a remote version of President Michael Roth's course on The Modern and the Postmodern to 70 high school students in under-resourced schools. The course was embedded in their high school, so the students met regularly with a teacher at their school to watch videos of President Roth's lectures and to discuss the material, and they met once a week for 45 minutes with a Teaching Fellow based at Wesleyan. Students who complete this course will receive one Wesleyan credit. A second course for high school students in partnership with Education Equity Lab ran in spring 2022 with another faculty member. These efforts are part of our larger goal to increase access to a liberal arts education.

As distance education is being standardized, so too is faculty training related to it. For Winter 2022, all instructors scheduled to teach online were invited to meet with staff in Continuing Studies and CPI to discuss online teaching strategies and scheduling. Continuing Studies staff include people with expertise in Moodle and Zoom who support faculty needing assistance. Moving forward, we intend to regularly offer a training program for faculty who choose to offer a course online, consisting of meetings and online content to ensure that faculty have the resources they need.

Student Affairs has provided support for students in online courses during the pandemic. The class deans encourage students behind on credits to take these courses outside the academic year. In addition, they clear some students on medical leave to take online intersession courses, since the students can continue their medical care and family/community support while learning from home. Library Services, ITS, and other departments available to on-campus students during summer and winter are also available to distance learners to the extent possible. For GLS students, support for online students equals support for

on-campus students because all student advising, enrollment support, help with Moodle, etc., are conducted via email, Zoom, or phone.

In the 2020-21 academic year, we provided faculty with a license to Respondus. With its Remote Lockdown Browser, online exams administered through our learning management system, Moodle, locked down internet access on their computers, preventing students from accessing online resources during an exam. This technology was occasionally used by some faculty. We also strongly cautioned faculty against administering high-stakes exams in the remote environment, encouraging them to instead reconceive their assignments so as to limit the potential for academic dishonesty. We will continue to advocate for this during the training for faculty teaching online in the Winter and Summer Sessions.

In evaluating our program of Summer and Winter online courses, the following questions are key:

1. Are these courses of the same quality as those offered in person at Wesleyan during the regular semesters?
2. How do these courses fit into the larger enrollment strategies of specific academic units/majors and the University overall?
3. How do these courses affect students (in terms of their learning, their ability to graduate on time or early, their ability to balance academics with other summer responsibilities?)
4. How do these courses affect Wesleyan financially?

To answer these questions, we will collect a wide variety of data, beginning with feedback from the students who participate in Summer or Winter Session during the 3-year pilot program. Wesleyan asks students to complete course/teaching feedback forms at the end of every semester, and this includes both the Summer and Winter Sessions. The Office of Institutional Research plans to compare the results from these forms gathered from courses taught online with those taught in person (during the regular fall and spring semesters or during a Summer/Winter Session prior to COVID). This will provide the ability to have an ongoing check of the quality of our online course offerings relative to what we offer in person over the course of the pilot. Furthermore, we regularly conduct surveys of students who enroll in Summer and Winter Sessions, to develop a sense of why students enroll in those courses and the quality of their experience. Beginning in January 2022, we added questions to these surveys about students' experiences in these classes (e.g., about the kinds of assignments they completed, the accessibility of the instruction, the amount of effort they have put into the course). In addition to asking for student feedback, we will also collect a wide variety of data about the courses themselves, including number of contact hours offered by the faculty member (collected from the faculty member prior to the start of each semester), types of courses offered (major requirements vs. electives), enrollments, grade distributions, and graduation patterns among students who took courses during the Summer and Winter Sessions. Throughout the pilot period, we will also speak one-on-one with faculty who teach online during these sessions to gather information about the challenges they face.

PROJECTION

In response to the latest strategic plan, a number of curricular initiatives are currently being considered or in development:

- A new College of Design and Engineering.
- A new interdisciplinary College of Computational Studies.

- An expansion of the writing fellows program in the Shapiro Writing Center.
- A number of pilot programs focused on expanding access to a Wesleyan experience to a wider and more diverse group of learners.

The Office for Equity & Inclusion is currently developing and expanding programs to support academic success, particularly among underrepresented groups:

- WesMaSS—offering expanded workshops and facilitating conversations around metacognition, belonging, professional development, and more to first-year students in STEM whose identities are underrepresented in these fields.
- First Things First—offering a summer program as well as academic year workshops and discussion spaces around community building, the university’s “hidden curriculum,” academic and pre-professional opportunities, etc. for incoming First-Generation/Low-Income students.
- Proposal to create a new Wesleyan Scholars Institute beginning in 2023, which would offer a 6-week intensive residential academic experience over the summer with two credit-bearing courses (one to develop quantitative skills, one to develop writing skills), tutoring and workshops, and cohort building with the aim to support students from identities that are more likely to struggle academically during their time at Wesleyan.

To satisfy the growing interest in our collections and to further integrate them into coursework, pedagogy, and research, we will need to pay attention to physical infrastructure concerns such as storage and security, as well as teaching spaces and online discovery. This will be especially important for the World Music Archives and Archaeology/Anthropology collection. Extending the reach of the collections beyond campus and working with other campus collections (such as the [Joe Webb Peoples Museum of Natural History](#)) will require adjustments in staffing and budgets.

STANDARD 5: STUDENTS

STD. 5.1: Admissions, Fall Term

| | 3 YEARS PRIOR (FY 2018) | 2 YEARS PRIOR (FY 2019) | 1 YEAR PRIOR (FY 2020) | CURRENT YEAR (FY 2021) | GOAL (SPECIFY YEAR) (FY 2022) |
|---|-------------------------------|-------------------------------|------------------------------|------------------------------|-------------------------------------|
| FRESHMEN - UNDERGRADUATE | | | | | |
| COMPLETED APPLICATIONS | 12,788 | 13,358 | 12,752 | 13,145 | 15,000 |
| APPLICATIONS ACCEPTED | 2,219 | 2,187 | 2,638 | 2,540 | 2,050 |
| APPLICANTS ENROLLED | 802 | 771 | 720 | 910 | 760 |
| % Accepted of Applied | 17.4% | 16.4% | 20.7% | 19.3% | 13.7% |
| % Enrolled of Accepted | 36.1% | 35.3% | 27.3% | 35.8% | 37.1% |
| PERCENT CHANGE YEAR OVER YEAR | | | | | |
| COMPLETED APPLICATIONS | na | 4.5% | -4.5% | 3.1% | 14.1% |
| APPLICATIONS ACCEPTED | na | -1.4% | 20.6% | -3.7% | -19.3% |
| APPLICANTS ENROLLED | na | -3.9% | -6.6% | 26.4% | -16.5% |
| AVERAGE OF STATISTICAL INDICATOR OF APTITUDE OF ENROLLEES: | | | | | |
| Median SAT (ERW & Math) | 1420 | 1430 | 1440 | 1410 | 1420 |
| TRANSFERS - UNDERGRADUATE | | | | | |
| COMPLETED APPLICATIONS | 660 | 625 | 567 | 574 | 574 |
| APPLICATIONS ACCEPTED | 159 | 159 | 142 | 97 | 97 |
| APPLICATIONS ENROLLED | 51 | 64 | 44 | 33 | 30 |
| % Accepted of Applied | 24.1% | 25.4% | 25.0% | 16.9% | 16.9% |
| % Enrolled of Accepted | 32.1% | 40.3% | 31.0% | 34.0% | 30.9% |
| GRADUATE LIBERAL STUDIES | | | | | |
| COMPLETED APPLICATIONS | 19 | 20 | 11 | 17 | |
| APPLICATIONS ACCEPTED | 19 | 18 | 10 | 17 | |
| APPLICATIONS ENROLLED | 15 | 16 | 9 | 11 | |
| % Accepted of Applied | 100.0% | 90.0% | 90.9% | 100.0% | - |
| % Enrolled of Accepted | 78.9% | 88.9% | 90.0% | 64.7% | - |
| MASTER'S DEGREE (EXCLUDES BA-MA) | | | | | |
| COMPLETED APPLICATIONS | 91 | 110 | 106 | 100 | 142 |
| APPLICATIONS ACCEPTED | 14 | 16 | 17 | 17 | 15 |
| APPLICATIONS ENROLLED | 10 | 13 | 10 | 12 | 11 |
| % Accepted of Applied | 15.4% | 14.5% | 16.0% | 17.0% | 10.6% |
| % Enrolled of Accepted | 71.4% | 81.3% | 58.8% | 70.6% | 73.3% |
| BA-MA MASTER'S PROGRAM | | | | | |
| COMPLETED APPLICATIONS | 28 | 29 | 39 | 31 | 45 |
| APPLICATIONS ACCEPTED | 27 | 26 | 26 | 27 | 33 |
| APPLICATIONS ENROLLED | 23 | 22 | 23 | 24 | 25 |
| % Accepted of Applied | 96.4% | 89.7% | 66.7% | 87.1% | 73.3% |
| % Enrolled of Accepted | 85.2% | 84.6% | 88.5% | 88.9% | 75.8% |
| DOCTORAL DEGREE | | | | | |
| COMPLETED APPLICATIONS | 206 | 187 | 167 | 183 | 320 |
| APPLICATIONS ACCEPTED | 30 | 37 | 39 | 32 | 26 |
| APPLICATIONS ENROLLED | 13 | 17 | 21 | 16 | 12 |
| % Accepted of Applied | 14.6% | 19.8% | 23.4% | 17.5% | 8.1% |
| % Enrolled of Accepted | 43.3% | 45.9% | 53.8% | 50.0% | 46.2% |

Please enter any explanatory notes in the box below

Note. Some goals for 2022 are intentionally left blank because we do not expect significant changes. There was a large increase in the number of PhD and MA applications this year. We think it may have been due to most departments not requiring the TOEFL (for COVID reasons) because the increase was largely in international applications. The TOEFL will be required in the future.

STANDARD 5: STUDENTS

STD. 5.2: Enrollment, Fall Term

Complete this form for each distinct student body identified by the institution (see Standard 5.1)

CREDIT-SEEKING STUDENTS ONLY - INCLUDING CONTINUING EDUCATION

| | | 3 YEARS PRIOR (FALL 2018) | 2 YEARS PRIOR (FALL 2019) | 1 YEAR PRIOR (FALL 2020) | CURRENT YEAR (FALL 2021) | GOAL (SPECIFY YEAR) (FALL 2022) |
|-------------------------------------|----------------------------|------------------------------|------------------------------|-----------------------------|-----------------------------|---------------------------------------|
| UNDERGRADUATE | | | | | | |
| FIRST YEAR | FULL-TIME HEADCOUNT | 809 | 774 | 725 | 918 | 770 |
| | PART-TIME HEADCOUNT | 1 | 0 | 0 | 0 | 0 |
| | TOTAL HEADCOUNT | 810 | 774 | 725 | 918 | 770 |
| | TOTAL FTE | 809 | 774 | 725 | 918 | 770 |
| SECOND YEAR | FULL-TIME HEADCOUNT | 781 | 835 | 695 | 812 | 872 |
| | PART-TIME HEADCOUNT | 0 | 0 | 0 | 1 | 0 |
| | TOTAL HEADCOUNT | 781 | 835 | 695 | 813 | 872 |
| | TOTAL FTE | 781 | 835 | 695 | 812 | 872 |
| THIRD YEAR | FULL-TIME HEADCOUNT | 585 | 567 | 744 | 728 | 792 |
| | PART-TIME HEADCOUNT | 1 | 0 | 0 | 0 | 0 |
| | TOTAL HEADCOUNT | 586 | 567 | 744 | 728 | 792 |
| | TOTAL FTE | 585 | 567 | 744 | 728 | 792 |
| FOURTH YEAR | FULL-TIME HEADCOUNT | 743 | 754 | 670 | 771 | 710 |
| | PART-TIME HEADCOUNT | 2 | 3 | 2 | 3 | 3 |
| | TOTAL HEADCOUNT | 745 | 757 | 672 | 774 | 713 |
| | TOTAL FTE | 744 | 755 | 671 | 772 | 711 |
| UNCLASSIFIED | FULL-TIME HEADCOUNT | 10 | 7 | 2 | 9 | 9 |
| | PART-TIME HEADCOUNT | 77 | 78 | 14 | 143 | 143 |
| | TOTAL HEADCOUNT | 87 | 85 | 16 | 152 | 152 |
| | TOTAL FTE | 36 | 33 | 7 | 57 | 57 |
| TOTAL UNDERGRADUATE STUDENTS | | | | | | |
| | FULL-TIME HEADCOUNT | 2,928 | 2,937 | 2,836 | 3,238 | 3,153 |
| | PART-TIME HEADCOUNT | 81 | 81 | 16 | 147 | 146 |
| | TOTAL HEADCOUNT | 3,009 | 3,018 | 2,852 | 3,385 | 3,299 |
| | TOTAL FTE | 2,955 | 2,964 | 2,841 | 3,287 | 3,202 |
| | % CHANGE FTE UNDERGRADUATE | n/a | 0.3% | -4.1% | 15.7% | -2.6% |
| GRADUATE | | | | | | |
| | FULL-TIME HEADCOUNT | 124 | 126 | 134 | 132 | |
| | PART-TIME HEADCOUNT | 84 | 86 | 67 | 64 | |
| | TOTAL HEADCOUNT | 208 | 212 | 201 | 196 | 0 |
| | TOTAL FTE | 152 | 155 | 156 | 153 | 0 |
| | % CHANGE FTE GRADUATE | n/a | 1.8% | 1.1% | -1.9% | -100.0% |

| | 3 YEARS PRIOR (FALL 2018) | 2 YEARS PRIOR (FALL 2019) | 1 YEAR PRIOR (FALL 2020) | CURRENT YEAR (FALL 2021) | GOAL (SPECIFY YEAR) (FALL 2022) |
|--|------------------------------|------------------------------|-----------------------------|-----------------------------|---------------------------------------|
|--|------------------------------|------------------------------|-----------------------------|-----------------------------|---------------------------------------|

GRADUATE DETAIL(BREAKDOWN OF ABOVE)

MASTERS - BA-MA

| | | | | | |
|-----------------------|-----|------|-------|------|---------|
| FULL-TIME HEADCOUNT | 24 | 24 | 29 | 30 | |
| PART-TIME HEADCOUNT | 0 | 0 | 0 | 0 | |
| TOTAL HEADCOUNT | 24 | 24 | 29 | 30 | 0 |
| TOTAL FTE | 24 | 24 | 29 | 30 | 0 |
| % CHANGE FTE GRADUATE | n/a | 0.0% | 20.8% | 3.4% | -100.0% |

MASTERS

| | | | | | |
|-----------------------|-----|-------|--------|------|---------|
| FULL-TIME HEADCOUNT | 25 | 24 | 21 | 21 | |
| PART-TIME HEADCOUNT | 0 | 0 | 0 | 0 | |
| TOTAL HEADCOUNT | 25 | 24 | 21 | 21 | 0 |
| TOTAL FTE | 25 | 24 | 21 | 21 | 0 |
| % CHANGE FTE GRADUATE | n/a | -4.0% | -12.5% | 0.0% | -100.0% |

PHD

| | | | | | |
|-----------------------|-----|------|------|-------|---------|
| FULL-TIME HEADCOUNT | 71 | 76 | 80 | 78 | |
| PART-TIME HEADCOUNT | 0 | 0 | 0 | 0 | |
| TOTAL HEADCOUNT | 71 | 76 | 80 | 78 | 0 |
| TOTAL FTE | 71 | 76 | 80 | 78 | 0 |
| % CHANGE FTE GRADUATE | n/a | 7.0% | 5.3% | -2.5% | -100.0% |

GRADUATE NON-DEGREE

| | | | | | |
|-----------------------|-----|-------|------|-------|---------|
| FULL-TIME HEADCOUNT | 0 | 0 | 0 | 0 | |
| PART-TIME HEADCOUNT | 6 | 7 | 7 | 9 | |
| TOTAL HEADCOUNT | 6 | 7 | 7 | 9 | 0 |
| TOTAL FTE | 2 | 2 | 2 | 3 | 0 |
| % CHANGE FTE GRADUATE | n/a | 16.7% | 0.0% | 28.6% | -100.0% |

GRADUATE LIBERAL STUDIES - DEGREE-SEEKING

| | | | | | |
|-----------------------|-----|-------|------|--------|---------|
| FULL-TIME HEADCOUNT | 4 | 2 | 4 | 3 | |
| PART-TIME HEADCOUNT | 41 | 45 | 39 | 34 | |
| TOTAL HEADCOUNT | 45 | 47 | 43 | 37 | 0 |
| TOTAL FTE | 18 | 17 | 17 | 14 | 0 |
| % CHANGE FTE GRADUATE | n/a | -3.8% | 0.0% | -15.7% | -100.0% |

GRADUATE LIBERAL STUDIES - NON-DEGREE-SEEKING

| | | | | | |
|-----------------------|-----|-------|--------|------|---------|
| FULL-TIME HEADCOUNT | 0 | 0 | 0 | 0 | |
| PART-TIME HEADCOUNT | 37 | 34 | 21 | 21 | |
| TOTAL HEADCOUNT | 37 | 34 | 21 | 21 | 0 |
| TOTAL FTE | 12 | 11 | 7 | 7 | 0 |
| % CHANGE FTE GRADUATE | n/a | -8.1% | -38.2% | 0.0% | -100.0% |

GRAND TOTAL

| | | | | | |
|---------------------------------|-------|-------|-------|-------|-------|
| GRAND TOTAL HEADCOUNT | 3,217 | 3,230 | 3,053 | 3,581 | 3,299 |
| GRAND TOTAL FTE | 3,107 | 3,119 | 2,998 | 3,440 | 3,202 |
| % CHANGE GRAND TOTAL FTE | n/a | 0.4% | -3.9% | 14.8% | -6.9% |

PLEASE ENTER ANY EXPLANATORY NOTES IN THE BOX BELOW

Note. Some goals for 2022 are intentionally left blank because we do not expect significant changes.

STANDARD 5: STUDENTS

STD. 5.4: Financial Aid, Debt, Developmental Courses

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

wesleyan.edu/admission/

| | (FY 2016) | (FY 2017) | (FY 2018) |
|--|-----------|-----------|-----------|
| THREE-YEAR COHORT DEFAULT RATE | 1.4 | 1.7 | 1.8 |
| THREE-YEAR LOAN REPAYMENT RATE <i>from college scorecard</i> | 87.61 | 90.55 | 67.12* |

| | 3 YEARS PRIOR (FY 2019) | 2 YEARS PRIOR (FY 2020) | MOST RECENTLY COMPLETED YEAR (FY 2021) | CURRENT YEAR (FY 2022) | GOAL (SPECIFY YEAR) (FY 2023) |
|--------------------------------|----------------------------|----------------------------|---|---------------------------|-------------------------------------|
| STUDENT FINANCIAL AID | | | | | |
| TOTAL FEDERAL AID | | | | | |
| GRANTS | \$5,316,134 | \$4,758,463 | \$4,738,920 | \$5,000,000 | \$5,000,000 |
| LOANS | \$3,833,044 | \$3,594,113 | \$2,989,563 | \$3,150,000 | \$2,700,000 |
| WORK STUDY | \$2,311,709 | \$2,242,983 | \$1,856,708 | \$2,125,000 | \$2,125,000 |
| TOTAL STATE AID | \$140,869 | \$134,880 | \$104,082 | \$85,000 | \$85,000 |
| TOTAL INSTITUTIONAL AID | | | | | |
| GRANTS | \$61,703,243 | \$63,706,239 | \$63,818,339 | \$73,000,000 | \$77,000,000 |
| LOANS | \$151,644 | \$110,037 | \$62,670 | \$61,000 | \$61,000 |
| TOTAL PRIVATE AID | | | | | |
| GRANTS | \$1,228,310 | \$1,461,717 | \$1,318,047 | \$1,500,000 | \$1,500,000 |
| LOANS | \$3,215,475 | \$2,939,900 | \$2,386,527 | \$3,300,000 | \$3,300,000 |

STUDENT DEBT

| PERCENT OF STUDENTS GRADUATING WITH DEBT (INCLUDE ALL STUDENTS WHO GRADUATED IN THIS CALCULATION) | | | | | |
|---|-----|-----|-----|-----|-----|
| UNDERGRADUATES | 36% | 38% | 34% | N/A | N/A |
| GRADUATES | 15% | 6% | 10% | N/A | N/A |
| FIRST PROFESSIONAL STUDENTS | N/A | N/A | N/A | N/A | N/A |

FOR STUDENTS WITH DEBT:

| AVERAGE AMOUNT OF DEBT FOR STUDENTS LEAVING THE INSTITUTION WITH A DEGREE | | | | | |
|--|----------|----------|----------|----------|-----|
| UNDERGRADUATES | \$26,016 | \$23,876 | \$24,873 | N/A | N/A |
| GRADUATES | \$29,198 | \$16,810 | \$23,189 | N/A | N/A |
| FIRST PROFESSIONAL STUDENTS | N/A | N/A | N/A | N/A | N/A |
| AVERAGE AMOUNT OF DEBT FOR STUDENTS LEAVING THE INSTITUTION WITHOUT A DEGREE | | | | | |
| UNDERGRADUATES | \$11,361 | \$13,381 | \$7,964 | \$10,497 | N/A |
| GRADUATE STUDENTS | \$0 | \$0 | \$0 | \$0 | \$0 |
| FIRST PROFESSIONAL STUDENTS | N/A | N/A | N/A | N/A | N/A |

PERCENT OF FIRST-YEAR STUDENTS IN DEVELOPMENTAL COURSES (courses for which no credit toward a degree is granted)

| | | | | | |
|--|----|----|----|----|----|
| ENGLISH AS A SECOND/OTHER LANGUAGE | 0% | 0% | 0% | 0% | 0% |
| ENGLISH (reading, writing, communication skills) | 0% | 0% | 0% | 0% | 0% |
| MATH | 0% | 0% | 0% | 0% | 0% |
| OTHER | 0% | 0% | 0% | 0% | 0% |

Please enter any explanatory notes in the box below

(1) Federal Grant Aid includes VA funding; (2) Federal Work-Study figures represent amount awarded; (3) Debt figures include private loan borrowing.

*The three year loan repayment rate values are taken from the College Scorecard data, specifically, the respective fields: RPY_3YR_RT, COMPL_RPY_3YR_RT, and NONCOM_RPY_3YR_RT

STANDARD 5: STUDENTS

STD. 5.4: Student Diversity

Complete this form for each distinct student body identified by the institution (see Standard 5.1)

For each type of diversity important to your institution (e.g., gender, race/ethnicity, first generation status, Pell eligibility), provide information on student admissions and enrollment below. Use current year data.

| UNDERGRADUATE ADMISSIONS INFORMATION | COMPLETED APPLICATIONS | APPLICANTS ACCEPTED | APPLICANTS ENROLLED |
|--|------------------------|---------------------|---------------------|
| CATEGORY OF STUDENTS (E.G., MALE/FEMALE); ADD MORE ROWS AS NEEDED | | | |
| MEN | 4,938 | 1,100 | 431 |
| WOMEN | 8,129 | 1,440 | 479 |
| FIRST GENERATION COLLEGE = NO | 10,468 | 2,215 | 815 |
| FIRST GENERATION COLLEGE = YES | 2,599 | 325 | 95 |
| FINANCIAL AID INTEREST = YES | 8,641 | 1,406 | 476 |
| FINANCIAL AID INTEREST = NO | 4,426 | 1,134 | 434 |
| NONRESIDENT ALIEN | 2,457 | 226 | 69 |
| BLACK OR AFRICAN AMERICAN | 877 | 171 | 53 |
| AMERICAN INDIAN OR ALASKAN NATIVE | 6 | 1 | 0 |
| ASIAN | 1,617 | 341 | 81 |
| HISPANIC | 1,599 | 335 | 99 |
| WHITE | 5,232 | 1,149 | 504 |
| UNKNOWN | 511 | 106 | 38 |
| NATIVE HAWAIIAN OR OTHER PACIFIC ISLANDER | 11 | 3 | 0 |
| TWO OR MORE RACES | 757 | 208 | 66 |
| HIGH SCHOOL TYPE: PRIVATE | 4,694 | 1,128 | 422 |
| HIGH SCHOOL TYPE: PUBLIC | 7,898 | 1,384 | 482 |
| HIGH SCHOOL TYPE: UNKNOWN | 475 | 28 | 6 |

| GRADUATE ADMISSIONS INFORMATION | COMPLETED APPLICATIONS | APPLICANTS ACCEPTED | APPLICANTS ENROLLED |
|--|------------------------|---------------------|---------------------|
| CATEGORY OF STUDENTS (E.G., MALE/FEMALE); ADD MORE ROWS AS NEEDED | | | |
| PHD - MALE | 104 | 15 | 10 |
| PHD - FEMALE | 63 | 24 | 11 |
| MA - 2YR PROG - MALE | 64 | 10 | 7 |
| MA - 2YR PROG - FEMALE | 43 | 7 | 3 |
| BA/MA PROG - MALE | 19 | 13 | 12 |
| BA/MA PROG - FEMALE | 24 | 17 | 15 |
| PHD - US | 76 | 27 | 9 |
| PHD - FN | 91 | 12 | 12 |
| MA - 2YR PROG - US | 79 | 13 | 6 |
| MA - 2YR PROG - FN | 28 | 4 | 4 |
| BA/MA PROG - US | 35 | 24 | 21 |
| BA/MA PROG - FN | 8 | 6 | 6 |

| GRADUATE LIBERAL STUDIES | COMPLETED APPLICATIONS | APPLICANTS ACCEPTED | APPLICANTS ENROLLED |
|--|------------------------|---------------------|---------------------|
| CATEGORY OF STUDENTS (E.G., MALE/FEMALE); ADD MORE ROWS AS NEEDED | | | |
| OUTSIDE STUDENTS | 3 | 2 | 1 |
| HR BENEFIT ELIGIBLE STUDENTS | 8 | 8 | 8 |

| UNDERGRADUATE ENROLLMENT INFORMATION | FULL-TIME STUDENTS | PART-TIME STUDENTS | TOTAL HEADCOUNT | FTE | HEADCOUNT GOAL (FY2023) |
|--|--------------------|--------------------|-----------------|----------|-------------------------|
| CATEGORY OF STUDENTS (E.G., MALE/FEMALE); ADD MORE ROWS AS NEEDED | | | | | |
| FEMALE | 1,821 | 3 | 1,824 | 1,822.00 | |
| MALE | 1,408 | 1 | 1,409 | 1,408.33 | |
| FIRST GENERATION COLLEGE = NO | 2,808 | 4 | 2,812 | 2,809.33 | |
| FIRST GENERATION COLLEGE = YES | 421 | 0 | 421 | 421.00 | |
| NONRESIDENT ALIEN | 342 | 0 | 342 | 342.00 | |
| BLACK OR AFRICAN AMERICAN | 171 | 0 | 171 | 171.00 | |
| AMERICAN INDIAN OR ALASKAN NATIVE | 0 | 0 | 0 | 0.00 | |
| ASIAN | 255 | 1 | 256 | 255.33 | |
| HISPANIC | 342 | 0 | 342 | 342.00 | |
| WHITE | 1,812 | 2 | 1,814 | 1,812.67 | |
| UNKNOWN | 80 | 0 | 80 | 80.00 | |
| NATIVE HAWAIIAN OR OTHER PACIFIC ISLANDER | 3 | 0 | 3 | 3.00 | |
| TWO OR MORE RACES | 224 | 1 | 225 | 224.33 | |
| PELL = NO | 2,736 | 4 | 2,740 | 2,737.33 | |
| PELL = YES | 493 | 0 | 493 | 493.00 | |

| GRADUATE ENROLLMENT INFORMATION | FULL-TIME STUDENTS | PART-TIME STUDENTS | TOTAL HEADCOUNT | FTE | HEADCOUNT GOAL (SPECIFY YEAR) |
|---------------------------------|--------------------|--------------------|-----------------|-----|-------------------------------|
|---------------------------------|--------------------|--------------------|-----------------|-----|-------------------------------|

CATEGORY OF STUDENTS (E.G., MALE/FEMALE); ADD MORE ROWS AS NEEDED

| | | | | | |
|---|----|---|----|-------|--|
| MA AND PHD | | | 0 | 0.00 | |
| FEMALE | 64 | 8 | 72 | 66.67 | |
| MALE | 65 | 1 | 66 | 65.33 | |
| NONRESIDENT ALIEN | 51 | 7 | 58 | 53.33 | |
| BLACK OR AFRICAN AMERICAN | 4 | 1 | 5 | 4.33 | |
| AMERICAN INDIAN OR ALASKAN NATIVE | 0 | 0 | 0 | 0.00 | |
| ASIAN | 3 | 0 | 3 | 3.00 | |
| HISPANIC | 7 | 0 | 7 | 7.00 | |
| WHITE | 60 | 1 | 61 | 60.33 | |
| UNKNOWN | 0 | 0 | 0 | 0.00 | |
| NATIVE HAWAIIAN OR OTHER PACIFIC ISLANDER | 0 | 0 | 0 | 0.00 | |
| TWO OR MORE RACES | 4 | 0 | 4 | 4.00 | |

| | | | | | |
|---|---|----|----|-------|--|
| GRADUATE LIBERAL STUDIES | | | 0 | 0.00 | |
| FEMALE | 2 | 39 | 41 | 15.00 | |
| MALE | 1 | 16 | 17 | 6.33 | |
| NONRESIDENT ALIEN | 0 | 1 | 1 | 0.33 | |
| BLACK OR AFRICAN AMERICAN | 0 | 3 | 3 | 1.00 | |
| AMERICAN INDIAN OR ALASKAN NATIVE | 0 | 0 | 0 | 0.00 | |
| ASIAN | 0 | 1 | 1 | 0.33 | |
| HISPANIC | 0 | 4 | 4 | 1.33 | |
| WHITE | 3 | 41 | 44 | 16.67 | |
| UNKNOWN | 0 | 0 | 0 | 0.00 | |
| NATIVE HAWAIIAN OR OTHER PACIFIC ISLANDER | 0 | 0 | 0 | 0.00 | |
| TWO OR MORE RACES | 0 | 5 | 5 | 1.67 | |

Please enter any explanatory notes in the box below

Undergraduate enrollment numbers are for BA students. BLS are not included due to nature of program and prison program as feeder. Some goals for FY2023 are intentionally left blank because we neither expect significant changes nor set quotas for diversity.

STANDARD FIVE: STUDENTS

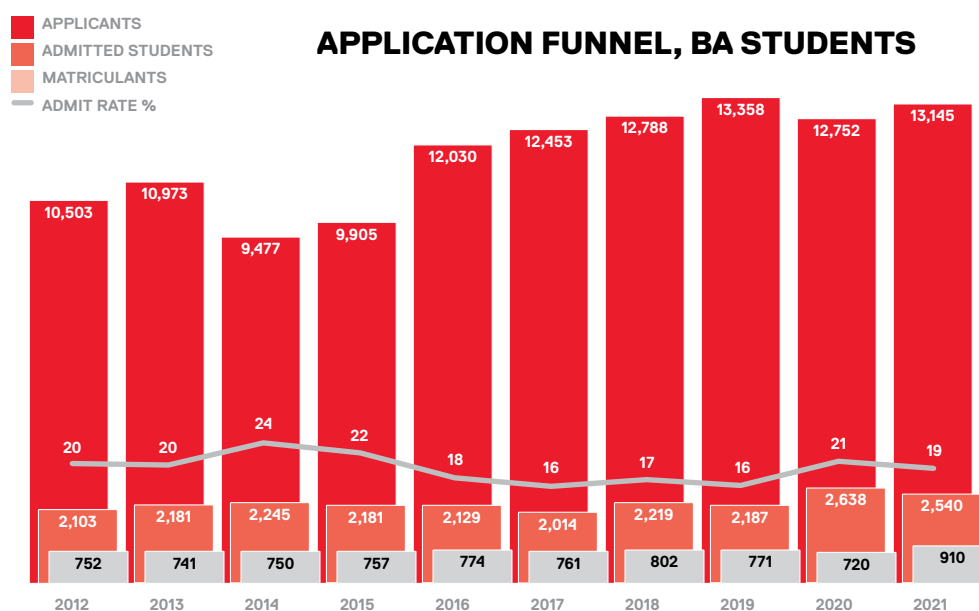
ADMISSIONS & FINANCIAL AID

Description

The Offices of Admission and Financial Aid collaborate closely to bring to campus undergraduates who are poised to both thrive in Wesleyan’s rigorous academic environment and make substantive contributions to our dynamically diverse community. Using various mediums, print and digital, the Office of Admission actively recruits students from diverse geographic, racial/ethnic, and socioeconomic backgrounds with a wide range of academic and co-curricular interests. Each year, the Wesleyan admission committee carefully considers candidates in three application programs: two binding early decision and one regular decision that allows admitted students to weigh options in the spring. Applicants for the class of 2026 numbered 14,521. Financial aid is based on a combination of the student’s and family’s ability to pay, and awards consist of federal and state aid, and institutional grants. Committed to access and affordability, Wesleyan meets 100% of admitted students’ demonstrated financial needs. The proportion of newly enrolled students receiving aid in academic year 2020-21 was 42%, where aid is defined as “grant or scholarship aid received from the federal government, state/local government, the institution, and other sources known to the institution.”

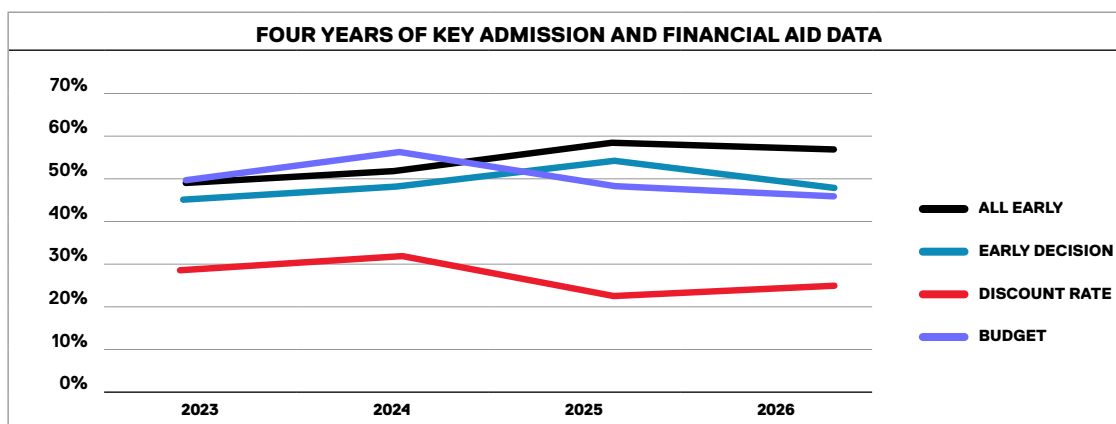
Appraisal

The second overarching goal of President Roth’s *Towards Wesleyan’s Bicentennial* is to “build on our reputation as a leader in pragmatic liberal education,” and one of the ways we measure whether we are making progress to this end is by the number of talented young people seeking admission to our community. Application numbers have increased 25% over the last decade. The growth of the pool is attributable to several factors: aggressive outreach in both new and established domestic and international markets, the collaborative efforts of Admission and University Communications to rebrand, a fruitful partnership with QuestBridge, and the adoption of a test-optional admission policy aimed at expanding access.



Source: Application and admitted student counts taken from Admission Annual Reports; matriculant counts as of fall census

Although for several decades Wesleyan proudly admitted domestic first-year candidates regardless of their ability to pay, in the spring of 2012 President Roth introduced an initiative that changed Wesleyan’s approach to financial aid. The initiative established a “discount rate” intended to be simultaneously as generous as possible and financially sustainable. Whereas just under a third of the University’s tuition charges went to financial aid at the time of adoption, today the discount rate approaches 37%. Reflected in the chart below are four years of critical admission and financial aid data that have significant impacts on our overall enrollment picture. The black line reflects the percentage of the class made up of ALL early commitments: binding Early Decision, QuestBridge College Match Scholars, Posse Veterans, and defers from the previous admission cycle (gap year students). The green line reflects students admitted in just our two rounds of Early Decision. The red reflects our discount rate (in simpler terms, the percentage of tuition we did not collect for ALL early admits), and lastly the green reflects the percentage of our financial aid budget accounted for prior to making Regular Decision offers in March.



Leveraging a budget in excess of \$70M, Wesleyan remains committed to meeting the full demonstrated financial need of admitted students without increasing required student indebtedness. The maximum amount a student would need to borrow on their journeys to the alumni ranks is \$19K. Although the initial reviews of applications by admission deans do not consider students/families ability to finance a Wesleyan education at all, committees are somewhat conscious of budget constraints when deliberating to craft the class. Thanks to impressive fundraising and gifts to the endowment, Wesleyan has built a more generous and sustainable financial aid program during President Roth’s tenure. Recent initiatives have simultaneously sought to increase access, reduce families’ and individuals’ long-term financial burdens, and ensure that high-need students in particular are appropriately supported. Beginning with the class entering in 2021, Wesleyan increased its No Loan threshold for domestic students whose families earn \$60K or less (with typical assets) to \$120K. At the same time, we committed to providing “start-up” grants of \$500 for high-need students regardless of citizenship. Beginning with the Class of 2024, high-need students who could not demonstrate proof of comparable health insurance were provided grants affording them access to care while enrolled.

Keenly aware of shifting demographics, Admission has sought to broaden its geographic reach and stimulate applications from international students as well as those in the U.S. outside the Northeast. For the first time in its history, Wesleyan received more than 14,000 applications during the 2020-2021 admission cycle. In addition to challenges posed by the pandemic, colleges and universities like ours are bracing for a much-feared “demographic cliff”—a steep drop-off in traditional college-age student enrollment beginning in 2025. Our goal is to maintain or grow applications in the Northeast while continuing to increase applications from farther afield. Despite a 23% increase in applications since 2010, the Office of

Admission has only expanded its professional staff by 1 (14 deans as of FY 2021). Clearly, further application growth will require support and assistance from many other University partners.

Wesleyan continues to think of “diversity” in all its manifestations and seeks to create a diverse undergraduate community. As champions of equity, inclusion and belonging, Admission takes special note of strong applicants who are of extremely modest means, first-generation-college, international, from outside the Northeast, and of varied educational backgrounds, as well as those whose race and/or ethnicity have historically been marginalized in the Academy. Wesleyan’s long-standing commitment to bring more domestic students of color to Wesleyan has been bolstered by our partnership with QuestBridge. Over the past fourteen years, we have enrolled more than 330 Quest Scholars through both the National College Match and regular decision processes. While our QuestBridge partnership is focused on bringing to campus talented low-income students, the majority of those who end up coming are students of color. Making Wesleyan more international and more affordable remain important institutional priorities. International applications have increased 100% since 2010. In 2014 Wesleyan partnered with Posse and committed to bringing 10 Veteran Scholars to campus annually. A profile of the class of 2026 can be found [here](#). Wesleyan’s six-year graduation rate for first-year students who entered in the fall of 2014 is 91% overall. Details can be found in Standard 8.

STUDENT SERVICES AND CO-CURRICULAR EXPERIENCES

Description

In 2008 Student Affairs articulated a [mission statement](#) and set of co-curricular learning goals with assessment rubrics; in 2017, Academic Affairs and Student Affairs collaborated to develop one set of [institutional learning goals](#). While the development and delivery of programs and services in support of students are guided by this mission and these goals, most of the assessment work to date (see Student Affairs Assessment dashboard) fails to capture students’ progress toward proficiency in the stated goals. This is a challenging problem on which Academic Affairs (through Institutional Research) and Student Affairs continue to work. (See Standard 8.)

As a residential liberal arts institution, Wesleyan expects to extend students’ learning beyond formal academic settings and to provide a robust co-curricular experience. Over the past decade Student Affairs and Academic Affairs have partnered on a number of pilot programs designed to enhance co-curricular learning as well as build stronger faculty-student connections. Such programs included [Living Learning Seminars](#) in select FY residences, a Faculty Fellows program in some residence halls, and a Residential College. While each of these efforts had its merits, none generated the student interest and impact necessary to sustain it. During the 2020-2021 academic year, the Provost and the Vice President for Student Affairs jointly convened a task force of faculty, staff and students to develop proposals for enhancing applied and integrative learning in the curriculum and co-curriculum. That task force recommended that pre-major advising include elements of the [Ideals Into Practice](#) developed by Career Resources, that a larger group of faculty be convened to articulate mechanisms for infusing more experiential and applied learning into the curriculum, and that faculty liaisons be appointed to existing co-curricular programs with the goal of enhancing educational impact. These recommendations will be moved forward by appropriate committees and staff in the coming year.

Appraisal

[New student orientation](#) has evolved into a hybrid program, providing virtual/remote content prior to students’ arrival followed by in-person, community-building on campus. Orientation programming provides

introduction to curricular and co-curricular services ([see Workroom](#)). An important component of orientation is the annual common reading program, whose theme alternates annually between environmental and E&I issues. Each student is asked to write and submit (in their portal) a reflection paper on the chosen book prior to arrival. On campus, there is typically a keynote address by the book's author with follow-up small group discussions facilitated by faculty and staff members. Participation in this program is consistently at 90% or better.

In Fall 2016, Student Affairs partnered with the Office for Equity & Inclusion (OEI) to launch the [First Things First](#) pre-orientation program for FGLI students, informing them of available resources, highlighting strategies for academic success, introducing them to faculty and staff who identify as being or having been FGLI, and building a supportive cohort. Roughly 30 students per year participate, though during the pandemic, when the program was virtual, it was about 50. Beginning in 2021, the program has been extended beyond orientation to include regular academic success programming throughout the school year.

STUDENT GOVERNMENT AND LEADERSHIP

One of the objectives of the institution is to meaningfully involve students in institutional decision-making. Toward this end, the administration has built a strong relationship with the [Wesleyan Student Assembly](#) (WSA) and established myriad [standing committees](#) that include student representatives. For its part, the WSA has enacted structural changes to enhance student access and the diversity of its representatives (see Std 3). Faculty and administrators also reach out to include other student representatives where appropriate. Students serve on search committees, departmental majors committees, various student life committees, and even on the subcommittees of the Board of Trustees.

In 2020, Student Activities and the WSA implemented WesNest, a software making the creation and registration of student groups more accessible and easier to understand. Physical signatures and meetings are no longer required, and the registration process is now automated. As a “one stop shop” or hub for student involvement, WesNest also allows students to reserve spaces, register events, and track co-curricular involvement over time in co-curricular transcripts. The Student Activities and WSA offices have formally merged since to form the Student Involvement Office, thus creating a cohesive structure supporting Wesleyan's wide variety of student clubs and organizations. All student groups also have a designated faculty advisor within the WesNest system.

A notable example of the many ways in which Student Affairs and the WSA have collaborated closely is the public health awareness campaign related to the COVID pandemic. WSA leadership worked closely with the VPSA to develop a COVID Code of Conduct and a peer-to-peer educational campaign.

RESIDENTIAL LIFE

In 2018 the Office of Residential Life launched the [Residential Curriculum](#), which resulted in a major shift of responsibilities for our three student leadership positions (resident advisors, community advisors and house managers). Student staff now engage with their residents according to a semester-long educational plan designed to intentionally address students' developmental needs. The educational plan follows an [adapted version](#) of the University's learning outcomes that is more accessible to student staff and provides a basis for the residential curriculum:

- *Navigating Complex Environments (Mapping) is Increased Self Awareness*
- *Writing and Communication (Expressing) is Effective Communication*
- *Empirical Analysis and Interpretation (Mining) is Critical Thinking*
- *Negotiating Cultural Contexts (Engaging) is Residential Engagement*

The Office of Residential Life has developed rubrics for each learning outcome, and each lesson plan facilitated by student staff addresses a particular learning outcome. Student staff submit an evaluation after facilitating each lesson plan.

Since 2016, all program house residents complete a *Community Engagement Contract* each semester which guides how the members will work towards the house mission and ensures participation by all housemates. In addition, beginning in spring 2019, houses have been encouraged to offer credit-based learning for their residents. Although hampered by the pandemic, there has been at least one student forum or faculty tutorial in a program house each year. Area Coordinators work with the house managers in the fall to develop proposals to be implemented in spring.

As noted above, Wesleyan has a diverse housing stock to accommodate all undergraduates. Wood frame houses are a popular option, but their condition continues to deteriorate. A number of houses sit vacant for that reason, and several more are not occupied to capacity because they lack sprinkler systems. Many have accessibility challenges, lack consistent Wi-Fi access, and suffer chronic issues related to heat/insulation, security, and pests. The University plans to turn to this issue of investment in residential facilities once the major academic building projects now underway are completed.

The institution has become increasingly aware of the ways in which institutional practices incorrectly assume that students have access to safe and stable housing elsewhere during periods when classes are not in session. Even prior to the COVID pandemic, Wesleyan had begun to offer support to students with housing insecurity by providing on-campus housing to approved students for free or at reduced rates. Now the pandemic has led to a more robust understanding of—and response to—students in this situation.

Wesleyan has a small number of Greek houses, and Greek organizations play a lesser role on our campus than they do in the social life of some of our peers. In 2014 the President and Chair of the Board of Trustees issued a mandate that Wesleyan's two remaining all-male residential fraternities must co-educate if they wished to remain part of Wesleyan's program housing portfolio. This decision came because of concerns about student safety as well as reports of sexual harassment and assault in these historically male spaces. The WSA also expressed support for the shift in policy. Psi Upsilon immediately moved toward coeducation and now has equal numbers of male-identified and female-identified members living at the house. Delta Kappa Epsilon eschewed the requirement and remains in active litigation with Wesleyan—the DKE house has been closed to students since Fall 2015.

Note: GLS (Graduate Liberal Studies) and BLS (Bachelor of Liberal Studies) are part-time programs for non-traditional students and as such operate outside of Wesleyan's residential experience.

PHYSICAL EDUCATION AND ATHLETICS

Wesleyan's Athletics department offers 30 varsity sports (15 men and 15 women), 20 club sports, 12 intramural activities, and a comprehensive physical education curriculum for credit. Approximately 900 students each year participate in various components of the overall program. Wesleyan supports varsity sports for men and women on an equitable basis. Wesleyan is a member of the New England Small College Athletic Conference (NESCAC) and shares its premise that athletes are representative of the entire student body and that athletics operates in harmony with the educational mission of the institution. In addition, the department offers a broad range of intercollegiate teams that encourage scholar-athletes to develop their skills and themselves to their full potential and to benefit from the lessons learned from perseverance, competition, sacrifice, and teamwork. Moreover, the department provides a wide array of skill activities that encourage students to develop the habit of leading a healthy and balanced life. Coaches, as members of the faculty, serve as academic advisors to first- and second-year students. In response to conversations initiated by our athletes with respect to diversity, inclusion and mental health, the department

has recently launched a number of programs with respect to bystander intervention, mental health awareness, and DEI ([see Workroom](#)).

A challenge facing many liberal arts institutions with wide ranging athletic programs is how to successfully integrate student-athletes into the social and academic fabric of the institution. Wesleyan athletes—like their peers dedicated to the arts, music, or theater—spend considerable time honing their skills. Still, they are expected to find ways to take advantage of the expansive curriculum and other co-curricular activities, and they are encouraged by coaches to engage in the greater campus community and develop relationships with professors and staff.

Another challenge is the growth of club sports. Over the last decade Wesleyan has seen an increasing number of matriculating students with a background in team sports. Many of these students are seeking non-varsity competition opportunities more rigorous than our intramural program. Because the Athletic Department is not able to financially sponsor a full complement of junior varsity teams, it is receiving more requests to accommodate club sports. In recent years we have added multiple club sports, such as our women's water polo, women's rugby, martial arts/kung fu/Jiu jitsu, badminton, figure skating, basketball, volleyball, and co-ed tennis. Naturally, these additions place tremendous stress on field space and indoor activity areas. The Department is exploring the addition of a third synthetic surface field with lights to provide additional activity space; tiering club sports into three divisions may also prove to be of help.

Over the past decade, varsity athletics has been enjoying increasing competitive success. Fielding winning teams in NESCAC, the strongest NCAA Division III athletic conference, requires a year-round recruiting commitment from our coaches. Equally important is the need for quality assistant coaches to assist in recruiting. Fundraising to bridge gaps in the operations budget has become an additional priority for the athletic department. The Wesleyan A+ Athletic Advantage Program is helping the student-athlete prepare for life after college through Gordon Career Center mini clinics, internal programming, and alumni mentoring. Former Wesleyan athletes are enthusiastic about engaging with current students and providing guidance and advice for the post-Wesleyan journey.

Community engagement is an important component of our athletic program. Teams regularly volunteer in support of local nonprofit agencies, area schools, and youth sports teams. Through the Student Athlete Advisory Council and Student-Athlete of Color Leadership Council, the department works closely with student leaders to support the athletic experience, promote sportsmanship, stress the importance of the intersection of athletics with student organizations, and engage in community service activities.

INTERNATIONAL STUDENTS

One of Wesleyan's goals has been to increase its percentage of international students. As the size of the international student population has grown (59% increase in enrolled international students over the past 10 years) and immigration compliance has become more complex, Wesleyan expanded the [Office of International Student Affairs](#) (OISA) to provide more robust support for these students. A new full-time Director for OISA, hired in 2019, has assisted with the challenging immigration compliance work as well as developed new programming initiatives to support international students, including an e-newsletter and involving OISA in [International Education week](#). Terra Dotta, a third-party cloud-based immigration compliance data management system, was implemented in October 2020. The software allows the University to batch register F-1 students at the beginning of each semester and keep all immigration/compliance information in one secured location. The immigration advising and compliance needs of F-1 students have changed significantly in recent years due to the COVID-19 global pandemic's impact on governmental policies and regulations. Beyond immigration needs, pre-departure support is provided through a peer mentorship program for first-year international students before they arrive for

International Student Orientation. OISA provides substantial and specific training for orientation staff (mostly returning international students) to support these students coming from diverse linguistic/cultural backgrounds and value systems.

With increased staff, the office is now able to do more proactive outreach, and there are now a number of workshops ([see Workroom](#)), for example, on legal compliance for those seeking work authorization in the United States both during their time at Wesleyan and after graduation. An active [International Student Advisory Board](#) comprised of student leaders identifies issues confronting international students and collaborates with the professional staff on supportive interventions.

One of those issues is the tension between liberal arts education and career. This is a tension felt by liberal arts students, generally, and not just at Wesleyan; but it seems especially strong amongst students from abroad. Many international students want to remain in the country post-graduation, and adding a STEM major to a degree in the Humanities, for example, widens career options and allows them to qualify for the two-years STEM Extension and extend their employment period as an F-1 visa holder. In directing their education, international students must navigate not only the U.S. immigration system but also often pressure from family to stick with a short list of prestigious, lucrative career paths and their own desire to explore academic interests and please their professors, some of whom see “careerism” as “neo-liberalizing” their education.

ACADEMIC SUPPORT

Wesleyan offers a wide array of academic resources to support students’ success. Some of these programs ([Shapiro Writing Center](#), [Math Workshop](#), [Quantitative Analysis Center](#), etc.) are run by faculty. There are also several support programs housed with the Student Affairs area that provide support for all undergraduate and graduate students. These programs within Student Academic Resources include peer tutoring, [academic peer advisors](#) who provide peer-to-peer academic support and skill-building workshops with a focus on metacognition and academic success strategies, and accessibility services for students with disabilities ([see Workroom](#)). Wesleyan’s [peer tutoring program](#) has been enhanced to provide support for all students rather than just those who are struggling academically. In 2017, tutoring in STEM fields was expanded via creation of “[The STEM Zone](#)” in collaboration with STEM faculty. The [class deans](#) provide personal and academic support as well as monitor progress toward degree completion. In 2021, the class deans transitioned from conducting academic review after each semester to instead reviewing student performance annually. This change provides greater opportunity to plan and implement support and intervention strategies for “at risk” students since such students are not necessarily required to resign after a single poor semester in which they earn failing grades.

The Academic Advancement team is currently conducting an in-depth review of academic performance within specific academic disciplines and majors to better understand possible inequities across historically excluded groups. The results will inform academic support and outreach initiatives. During the 2020-21 academic year, the team also reviewed communications about academic support to reduce stereotype threat/unconscious bias and increase access.

Wesleyan has experienced increases in the number of students with documented disabilities who require accommodations. Currently, almost 20% of undergraduate students have registered with Accessibility Services (a 270% increase since the last reaccreditation). In 2016 a full-time FTE was added in this office to assist with process accommodations in a timely way and to provide additional support for faculty needing to provide accommodations to students for access to course material and additional time for exams. The expanded use of assistive technology across campus has improved access for all students.

GRADUATE PROGRAMS

In recent years, Wesleyan has taken steps to better integrate and highlight its graduate programs. Admission to Wesleyan's PhD, MA, and BA/MA programs is coordinated by the office of [Graduate Student Services](#) (GSS). In 2013, Wesleyan replaced a decentralized graduate application system with a shared, web-based undergraduate and graduate admission system (Slate). Graduate applications as well as supporting materials are now submitted, monitored and reviewed by faculty and departments online. Applicants are tracked from initial engagement to final decision, enabling better data collection and reporting. Since the fall 2014 entry term, 3,189 graduate applications have been processed using Slate. Departmental websites for all graduate programs have been enhanced to provide better information to prospective applicants, including clearly articulated degree requirements. Requests for program information are managed in Slate and automated emails are sent with information about the program. GSS facilitates the departments' use of GRE Search Service to recruit potential applicants and has experimented with using this service to email graduate program information to 1,000 prospective students who opted into being contacted in this manner. Graduate departments identified search criteria based on their departmental needs. Slate enables tracking of the number of emails sent, delivered, unique opens, and those who started applications and submitted applications.

To better understand graduate students' experiences, GSS has implemented exit interviews for graduate students as well as an exit survey ([see Workroom](#)). The quantitative and qualitative data have informed the office about ways to enhance support and services. To improve the one-year completion rate for Wesleyan's [BA/MA program](#), GSS implemented BA/MA-specific orientation programming, periodic check-ins, and created a Guide to Successful Completion. Since increased efforts to proactively address BA/MA students to help them transition from undergraduates to graduate students—highlighting the difference in department expectations, for example, and outlining the increase in responsibility for self-directed work—the one-year completion rates are regularly over 90%. For MA students, completion rates are more variable: 73% to 100% with an average time of 2 years. Rates for PhD students have been in the 70s over the past two years with average time ~7 years. (See the Data First Forms under Std 8.1.)

GSS has focused on improving graduate student advising through clarifying advisor/advisee expectations, improved communication, and relationship-building. The office partnered with Counseling and Psychological Services (CAPS) to host workshops on difficult conversations and conflict resolution strategies, facilitated a retreat for graduate students and faculty on graduate advising, and added advising resources on its website.

The GSS has worked with other offices to enhance support services for graduate students. The Gordon Career Center now offers consultation appointments to graduate students and hosts two workshops each semester planned by GSS to help graduate students find employment after Wesleyan. And the Shapiro Writing Center provides writing support for graduate students—including writing tutors, weekly writing circles, writing retreats, and a course each fall on academic writing for graduate students whose first language is other than English. The Center also trains two graduate writing tutors who run the weekly graduate writing circle.

HEALTH SERVICES

The Davison Health Center (DHC) provides a range of medical services to Wesleyan students. DHC is open when classes are in session, Monday–Thursday 9:00 a.m. to 6:00 p.m., Friday 9:00 a.m. to 5:00 p.m., and Saturday 10:00 a.m. to 2:00 p.m. The clinical staff includes two board-certified physicians, a board-certified nurse practitioner, a certified physician associate, three registered nurses and a medical assistant. Routine care is provided for illness and injury, with specialty services offered for gynecological care, wellness and sexual health services, travel consultations and immunizations, allergy and immunotherapy services, and

nutritional counseling. Four office staff members assist with scheduling follow-up care, referrals to specialists, insurance claim support, and billing. The staff at DHC collaborates closely with CAPS and WesWELL, which are housed in the same building.

The importance of having medical expertise on staff was especially critical during the COVID pandemic, both in terms of supporting Wesleyan students and also in terms of planning. Thanks to close collaboration between the medical team and the Pandemic Planning team, Wesleyan was able to have a safe on-campus experience during the 2020-21 academic year (80% of our students were in residence) and a full return to in-person learning for the 2021-22 academic year.

MENTAL HEALTH SUPPORT AND STUDENTS AT RISK

Student demand for mental health services continues to be challenging for the institution. Over the past decade, Wesleyan has incrementally increased the size of the staff by 8.14 FTE in this important area, but students still express dissatisfaction with access and types of care offered. In 2015 the Dean of Students implemented Maxient software to track students of concern as well as confidential judicial information. Wesleyan has formed a student “CARE Team” that brings together a cross-functional group of Student Affairs staff weekly to review students of concern, share information, and plan supportive interventions.

24/7 mental health support via ProtoCall was made available to students in 2016, and local partnerships with Root Center and Middlesex Memorial Hospital support students with intensive mental health needs. Recent staff additions in CAPS include a Mental Health Education and Prevention Coordinator focused on resilience-building, the addition of a therapist with specialty in issues of racial trauma, dedicated liaisons to graduate students and athletes, and a case manager position (search currently in progress) to help coordinate external referrals. CAPS partnered with Ujamaa (Wesleyan’s Black student umbrella organization) and interested faculty/staff of color to launch a BIPOC mental health collective in 2021. The group is undertaking a needs assessment to inform future initiatives by the collective.

An external review in 2017 recommended separating counseling and advocacy work instead of having one person fill both roles. An advocate for crisis intervention for sexual violence and prevention was hired through the creation of the Office of Survivor Advocate and Community Education (SACE) and the hiring of a new director. When the federal government changed Title IX regulations in 2020, the SACE office was reconfigured and is now the [Office of Support, Healing, Activism and Prevention Education \(SHAPE\)](#). In compliance with federal requirements, this office now provides support to all parties in Title IX cases instead of just the survivors (as was the case for the SACE office).

EQUITY & INCLUSION

While Student Affairs has for many years provided emergency funding to low-income students when they experience unexpected financial difficulties, the office formally established an [Emergency Fund](#) in 2014, publishing information online about the types of unanticipated costs for which students may seek institutional support. The Class Deans and VPSA work closely with the Financial Aid office to vet requests from students. While typical annual disbursements from the emergency fund are ~\$50,000, the Fund covered more than \$150,000 of unexpected expenses during the pandemic.

In partnership with the Student Dining Committee, the University’s meal plans have been adjusted to better support needy students, some of whom run out of meals/points before the end of the semester. Plans that provide meals at all meal periods throughout the semester were implemented and are covered by financial aid. Continuation of the dining program through break periods—supporting students who cannot leave campus during recess periods—is another recent adjustment. Wesleyan’s dining program, run by Bon Appetit, consistently enjoys high student satisfaction ratings; for the class of ’21 it was 84% (vs. peer median of 67%).

Student Affairs conducted a division-wide equity audit in 2020-21. The goal of this work was to review all policies and practices through an anti-racist lens and to make adjustments to ensure equity for historically underrepresented populations. This work dovetailed productively with a list of demands that Ujamaa issued during summer 2020. Progress in this area is detailed in the year-end report ([see Workroom](#)), and efforts will continue.

The OEI has expanded staffing to build capacity for addressing the challenge of creating a truly inclusive institution where all students can thrive regardless of identity or background. We have developed a menu of workshops aimed to address antiracist practices, minimize the impact of implicit biases, incorporate inclusive pedagogical techniques, and improve the overall climate at the university. [The Resource Center](#) opened in September 2017. The center's areas of focus include promoting dialogue and coalition building around the intersections of race, ethnicity, nationality, socioeconomic status, disability, gender, sexuality, sustainability, spirituality, and social and political activism. The Center includes a food pantry, clothing closet, library, kitchen, study and conference rooms, and a computer lab. The Center also manages the FGLI Textbook Request Program and co-coordinates our First Things First pre-orientation program with the Dean for Academic Equity, Inclusion and Success.

In addition to our First Things First pre-orientation program, the OEI runs a number of pipeline programs combined under our Pathways to Inclusive Education programs. We have two [Upward Bound Math and Science programs](#) for FGLI high school students, helping them enroll in 2- and 4-year higher-ed institutions.

Wesleyan's [Ronald E. McNair Post-Baccalaureate Program](#) assists students from under-represented groups in preparing for, entering, and progressing successfully through post-graduate education in STEM fields. Students (McNair fellows) receive academic and personal advising, financial support, research opportunities, opportunities to present at conferences, help with the graduate school application process and, for those planning to pursue PhDs, support in completing graduate school. Since 2007, 11 McNair fellows have earned a PhD, 50 have earned a master's degree, 17 have earned a professional graduate degree, 50 have earned a Master's degree, 17 have earned a professional graduate degree and 21 are currently enrolled in graduate school programs.

The [Wesleyan Mathematics and Science Scholars Program](#) (WesMaSS) Program is a selective academic program designed to provide support for students from groups traditionally underrepresented in STEM fields who intend to pursue undergraduate degrees in mathematics and natural sciences. Since 2014, WesMaSS has served approximately 30 students per year, focusing on the first two years of a student's Wesleyan experience. The Program fosters community building and provides the Scholars with mentoring and academic resources which encourage and facilitate their sustained involvement in these fields. Many of the WesMaSS students continue in our BA/MA program and receive a master's degree at Wesleyan before moving to a PhD program.

[The Mellon Mays Undergraduate Fellowship](#) (MMUF) is the centerpiece of the Andrew Mellon Foundation's initiatives to increase the presence of traditionally underrepresented groups in the faculty ranks of institutions of higher learning in the U.S. Wesleyan has participated in the program since 1989. Our Mellon Mays program has produced 25 PhDs and 7 tenured faculty with an additional four who are in tenure-track positions. Each year we admit 5 emerging juniors who will normally participate in the program during their last two years of study at Wesleyan. These students (Mellon Mays Fellows) enroll in a research seminar with the coordinator and receive a monthly stipend, modest research funds, additional summer funding and, upon successful completion of graduate study, up to \$10,000 to assist in repayment of student loans. The Fellows present their research at the Northeast Regional Mellon Mays Conference and at a symposium at Yale. Junior Fellows are required to attend a structured MMUF-supported program for their first summer; the seniors are required to design a research program for the second summer.

PUBLIC SAFETY

In 2014, the [Office of Public Safety](#) was moved from the Administration and Finance Division to the Division of Student Affairs, allowing for a re-framing of the office as a service-oriented unit focusing on building campus and community partnerships. This proactive community engagement has been especially important given the national critique of policing, especially as relates to disproportionate treatment of BIPOC populations. The role of sergeants on campus has expanded to include dedicated time for programming with students as well as promoting educational forums. Public Safety sponsors activities for the student population that are remarkably successful and result in broad support for the office. Public Safety is completing a formal accreditation process and anticipates making additional upgrades and adjustments based on peer review.

WESWELL: HEALTH EDUCATION

Through donor support of the [WesWell](#) office, a full-time, ten-month, Alcohol and Other Drug Specialist was hired in 2016. As is the case at most of our peer schools, high-risk alcohol use is a concern at Wesleyan. While marijuana use has historically been an issue on campus (with surveys regularly indicating 48% of students using marijuana), we expect this to become a bigger issue with the recent legalization of cannabis in Connecticut. WesWell continues to provide education around safer alcohol use via individual consults, social media, training of Residential Life staff, and a grant-funded Peer Health Coach program. Cannabis education and harm reduction remain priorities, and WesWell seeks to address false or misleading claims surrounding the drug. Through the COVID-19 pandemic, the Alcohol and Other Drug Specialist has shared virtual education resources regarding substance use through social media platforms and the WesWell website. The [Recovery@ program](#) has expanded to support those who are seeking recovery, and a recovery ally training is in the process of being created to help Wesleyan become a more recovery friendly community.

IMPACT/ASSESSMENT

In recent years, the Student Affairs team has worked together to define key assessment metrics, and each office has developed an assessment dashboard. Key indicators “roll up” to an overall Student Affairs dashboard as well as to the University dashboard. As noted earlier, the Student Affairs team is partnering with Institutional Research to develop measures of educational impact that align with Wesleyan’s learning goals and outcomes. The assessment dashboard drives divisional decision making as well as annual goal setting ([see Workroom](#)). To cite some recent examples, new student orientation programming has been adjusted to include both virtual content delivered over the summer and in-person sessions after students arrive on campus. The orientation planning team utilized orientation survey data to determine which virtual sessions developed during the pandemic should continue to be delivered virtually after we returned to a fully on-campus experience this year. Assessment data were also used to develop a peer health coaching program shown to reduce high-risk drinking among our first-year students—Wesleyan subsequently received a grant from the State of Connecticut to fund this program. Two final examples in the Academic Advancement area are adjustments made to summer course registration for first-year students (resulting in greater student satisfaction and less stress among students) and changes to the peer tutoring program that transitioned to small group sessions rather than individual tutor meetings (again resulting in improved efficacy and student satisfaction). The division must continue to rely on data as new programs and initiatives are developed, but the principal work ahead is to find ways to assess the educational impact of our work.

PROJECTION

- While Wesleyan enjoys high visibility domestically and abroad, Admission will build on the increase in brand recognition it has achieved through persistent and collaborative efforts to attract even larger, more qualified, and diverse applicant pools. By fully leveraging both human capital and technology, the admission team will—with the support of campus partners and dedicated alumni volunteers—continue to assertively promote Wesleyan in-person and online. We believe that recent initiatives aimed at increasing access and affordability are compelling and will be immensely helpful with extending Wesleyan’s recruitment reach. As a member of the American Talent Initiative, Wesleyan will continue to strive to enroll 20% or more Pell eligible students annually while maintaining revenue levels that sustain the institution.
- The OEI will focus on improving accessibility for students with disabilities and providing resources for our undocumented students (both populations that are increasing on our campus).
- Student Affairs and Academic Affairs will continue to collaborate on ways to enhance co-curricular learning. The landscape of opportunities in this area is vast. Certainly, tremendous learning already takes place beyond the classroom as students interact with others and engage with myriad groups reflecting the varied interests of Wesleyan’s diverse community. Still, we are always looking for ways to make co-curricular learning more robust; this will involve identifying strategies for assessing the impact of the activities we promote.
- Sometimes students have difficulty in taking advantage of the opportunities Wesleyan provides, and in recent years, the institution has made strides in addressing the needs of FGLI students, DACA/Undocumented students, trans students, and students with housing insecurity. The issues involved here are complex, and continued attention to them will be necessary.
- Wesleyan hopes to further increase the number of international students through focused recruiting in Africa, where we anticipate that over the next decades more and more excellent students will be seeking the kind of education we provide. As the international population grows, the institution will need to allocate adequate resources through financial aid and general support to ensure the success of these students.
- The Academic Advancement team expects to increase academic support for students, so that every undergraduate can thrive. This work will include continued analysis of populations that may require additional support, especially as our assessment strategies related to student learning become more sophisticated.
- Providing mental health services to our students will likely continue to be a challenge given the increasing numbers seeking these resources as well as the increasing complexity of the health issues presented. Hiring a case manager should help students access mental health resources beyond campus when their needs exceed what we strive to provide through CAPS. Close connections between CAPS and the CARE team will continue to be important.
- Finally, graduating students who are adept at engaging meaningfully in [civic life](#) is an important objective of the institution and figures prominently in the new strategic plan. Those who work with students will have various opportunities to contribute to this goal, and seeking to understand how best to take advantage of those opportunities will be important.

STANDARD 6: TEACHING, LEARNING, AND SCHOLARSHIP

STD. 6.1: Faculty by Category and Rank; Academic Staff by Category, Fall Term

| | 3 YEARS PRIOR (FY 2019) | 2 YEARS PRIOR (FY 2020) | 1 YEAR PRIOR (FY 2021) | CURRENT YEAR (FY 2022) |
|--|----------------------------|----------------------------|---------------------------|---------------------------|
| NUMBER OF FACULTY BY CATEGORY | | | | |
| FULL-TIME | 259 | 268 | 266 | 273 |
| PART-TIME | 3 | 1 | 1 | 0 |
| ADJUNCT | | | | |
| CLINICAL | | | | |
| RESEARCH | | | | |
| VISITING | 91 | 85 | 86 | 86 |
| OTHER; SPECIFY BELOW: | | | | |
| “WES ADJUNCT”/ARTIST IN RESIDENCE | 45 | 43 | 39 | 40 |
| PROFESSOR OF THE PRACTICE | 25 | 35 | 40 | 46 |
| TOTAL | 423 | 432 | 432 | 445 |
| PERCENTAGE OF COURSES TAUGHT BY FULL-TIME FACULTY | | | | |
| | 91.6% | 90.1% | 92.4% | 92.3% |
| NUMBER OF FACULTY BY RANK, IF APPLICABLE | | | | |
| PROFESSOR | 114 | 109 | 107 | 111 |
| ASSOCIATE | 74 | 81 | 87 | 83 |
| ASSISTANT | 74 | 79 | 73 | 79 |
| INSTRUCTOR | | | | |
| OTHER; SPECIFY BELOW: | | | | |
| “WES ADJUNCT”/ARTIST IN RESIDENCE | 45 | 43 | 39 | 40 |
| PROFESSOR OF THE PRACTICE | 25 | 35 | 40 | 46 |
| VISITING | 91 | 85 | 86 | 86 |
| TOTAL | 423 | 432 | 432 | 445 |
| NUMBER OF ACADEMIC STAFF BY CATEGORY | | | | |
| LIBRARIANS | 18 | 18 | 18 | 16 |
| ADVISORS | | | | |
| INSTRUCTIONAL DESIGNERS | | | | |
| OTHER; SPECIFY BELOW: | | | | |
| TOTAL | 18 | 18 | 18 | 16 |

Please enter any explanatory notes in the box below

Source: IPEDS Human Resources.

STANDARD 6: TEACHING, LEARNING, AND SCHOLARSHIP

STD. 6.2: Highest Degrees, Fall Term

| | | 3 YEARS PRIOR (FY 2018) | 2 YEARS PRIOR (FY 2019) | 1 YEAR PRIOR (FY 2020) | CURRENT YEAR (FY 2021) |
|--|-----------------|----------------------------|----------------------------|---------------------------|---------------------------|
| HIGHEST DEGREE EARNED: DOCTORATE | | | | | |
| FACULTY | PROFESSOR | 109 | 104 | 103 | 106 |
| | ASSOCIATE | 67 | 75 | 81 | 77 |
| | ASSISTANT | 72 | 75 | 66 | 71 |
| | INSTRUCTOR | | | | |
| | NO RANK | 73 | 76 | 81 | 83 |
| | OTHER | | | | |
| | TOTAL | 321 | 330 | 331 | 331 |
| ACADEMIC STAFF | LIBRARIANS | | | | |
| | ADVISORS | | | | |
| | INST. DESIGNERS | | | | |
| | OTHER; SPECIFY* | | | | |
| HIGHEST DEGREE EARNED: MASTER'S | | | | | |
| FACULTY | PROFESSOR | 5 | 5 | 4 | 5 |
| | ASSOCIATE | 7 | 6 | 6 | 6 |
| | ASSISTANT | 2 | 4 | 7 | 8 |
| | INSTRUCTOR | | | | |
| | NO RANK | 66 | 62 | 58 | 63 |
| | OTHER | | | | |
| | TOTAL | 80 | 77 | 75 | 82 |
| ACADEMIC STAFF | LIBRARIANS | 18 | 18 | 17 | 15 |
| | ADVISORS | | | | |
| | INST. DESIGNERS | | | | |
| | OTHER; SPECIFY* | | | | |
| HIGHEST DEGREE EARNED: BACHELOR'S | | | | | |
| FACULTY | PROFESSOR | 0 | 0 | 0 | 0 |
| | ASSOCIATE | 0 | 0 | 0 | 0 |
| | ASSISTANT | 0 | 0 | 0 | 0 |
| | INSTRUCTOR | | | | |
| | NO RANK | 18 | 21 | 21 | 23 |
| | OTHER | | | | |
| | TOTAL | 18 | 21 | 21 | 23 |
| ACADEMIC STAFF | LIBRARIANS | | | | |
| | ADVISORS | | | | |
| | INST. DESIGNERS | | | | |
| | OTHER; SPECIFY* | | | | |
| HIGHEST DEGREE EARNED: PROFESSIONAL LICENSE | | | | | |
| FACULTY | PROFESSOR | | | | |
| | ASSOCIATE | | | | |
| | ASSISTANT | | | | |
| | INSTRUCTOR | | | | |
| | NO RANK | | | | |
| | OTHER | | | | |
| | TOTAL | 0 | 0 | 0 | 0 |
| ACADEMIC STAFF | LIBRARIANS | | | | |
| | ADVISORS | | | | |
| | INST. DESIGNERS | | | | |
| | OTHER; SPECIFY* | | | | |

STANDARD 6: TEACHING, LEARNING, AND SCHOLARSHIP

STD. 6.3: Appointments, Tenure, Departures, Retirements, Teaching Load Full Academic Year

| 3 YEARS PRIOR (FY 2019) | | 2 YEARS PRIOR (FY 2020) | | 1 YEAR PRIOR (FY 2021) | | CURRENT YEAR (FY 2022) | |
|----------------------------|----|----------------------------|----|---------------------------|----|---------------------------|----|
| FT | PT | FT | PT | FT | PT | FT | PT |

NUMBER OF FACULTY APPOINTED

| | | | | | | | | |
|------------|----|---|----|---|----|---|----|---|
| PROFESSOR | 4 | | 4 | | 9 | | 5 | |
| ASSOCIATE | 11 | | 11 | | 5 | | 11 | |
| ASSISTANT | 14 | | 18 | | 10 | | 13 | |
| INSTRUCTOR | | | | | | | | |
| NO RANK | 11 | | 13 | | 5 | | 9 | 1 |
| OTHER | | | | | | | | |
| TOTAL | 25 | 0 | 31 | 0 | 15 | 0 | 23 | 1 |

NUMBER OF FACULTY IN TENURED POSITIONS

| | | | | | | | | |
|------------|-----|---|-----|---|-----|---|-----|---|
| PROFESSOR | 116 | 3 | 111 | 1 | 108 | 1 | 112 | 0 |
| ASSOCIATE | 74 | 0 | 85 | 0 | 90 | 0 | 86 | 0 |
| ASSISTANT | | | | | | | | |
| INSTRUCTOR | | | | | | | | |
| NO RANK | | | | | | | | |
| OTHER | | | | | | | | |
| TOTAL | 190 | 3 | 196 | 1 | 198 | 1 | 198 | 0 |

NUMBER OF FACULTY DEPARTING

| | | | | | | | | |
|------------|---|---|----|---|---|---|---|---|
| PROFESSOR | 1 | 1 | 3 | | | 1 | | |
| ASSOCIATE | | | 1 | | | | 1 | |
| ASSISTANT | 3 | | 5 | | 1 | | 3 | |
| INSTRUCTOR | | | | | | | | |
| NO RANK | | | 1 | | 1 | | 1 | |
| OTHER | | | | | | | | |
| TOTAL | 4 | 1 | 10 | 0 | 2 | 1 | 5 | 0 |

NUMBER OF FACULTY RETIRING

| | | | | | | | | |
|------------|---|---|---|---|---|---|---|---|
| PROFESSOR | 5 | 1 | 4 | | 6 | | 5 | |
| ASSOCIATE | | | | | | | | |
| ASSISTANT | | | | | | | | |
| INSTRUCTOR | | | | | | | | |
| NO RANK | 1 | | 3 | | 2 | | | |
| OTHER | | | | | | | | |
| TOTAL | 6 | 1 | 7 | 0 | 8 | 0 | 5 | 0 |

FALL TEACHING LOAD, IN CREDIT HOURS

| | | | | | | | | |
|------------|------|------|------|------|------|------|------|------|
| PROFESSOR | 3.50 | | 3.50 | | 3.00 | | 3.00 | |
| | 1.25 | | 1.50 | | 1.25 | | 1.75 | |
| ASSOCIATE | 3.00 | | 3.00 | | 3.00 | | 3.00 | |
| | 2.00 | | 2.00 | | 2.00 | | 2.00 | |
| ASSISTANT | 2.25 | | 3.00 | | 2.50 | | 3.75 | |
| | 2.00 | | 2.00 | | 2.00 | | 2.00 | |
| INSTRUCTOR | | | | | | | | |
| | | | | | | | | |
| NO RANK | 4.50 | 2.00 | 4.50 | 2.00 | 4.50 | 2.00 | 4.50 | 2.00 |
| | 2.00 | 1.00 | 2.00 | 1.00 | 2.00 | 1.00 | 2.00 | 1.00 |
| OTHER | | | | | | | | |

Explanation of teaching load if not measured in credit hours

Teaching load credits are presented in Wesleyan credits. To convert to Carnegie Units, multiply by 4.0.

STANDARD 6: TEACHING, LEARNING, AND SCHOLARSHIP

STD. 6.4: Number of Faculty by Department or Comparable Unit, Fall Term

| | 3 YEARS PRIOR (FY 2019) | | 2 YEARS PRIOR (FY 2020) | | 1 YEAR PRIOR (FY 2021) | | CURRENT YEAR (FY 2022) | |
|--|----------------------------|-----------|----------------------------|-----------|---------------------------|-----------|---------------------------|-----------|
| | FT | PT | FT | PT | FT | PT | FT | PT |
| NUMBER OF FACULTY BY DEPARTMENT (OR COMPARABLE ACADEMIC UNIT) | | | | | | | | |
| ACADEMIC AFFAIRS | 0 | 2 | 0 | 1 | 0 | 1 | 0 | 0 |
| AFRICAN AMERICAN STUDIES | 0 | 0 | 4 | 0 | 4 | 1 | 3 | 1 |
| AFRICAN AMERICAN STUDIES PROGRAM | 3 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| ALLBRITTON CENTER FOR THE STUDY OF PUBLIC LIFE | 1 | 2 | 2 | 5 | 2 | 6 | 2 | 3 |
| AMERICAN STUDIES | 4 | 1 | 0 | 0 | 0 | 0 | 0 | 0 |
| AMERICAN STUDIES | 0 | 0 | 4 | 0 | 5 | 0 | 5 | 0 |
| ANTHROPOLOGY | 7 | 1 | 7 | 0 | 7 | 0 | 7 | 0 |
| ARCHAEOLOGY PROGRAM | 0 | 0 | 0 | 0 | 1 | 0 | 1 | 0 |
| ART AND ART HISTORY | 12 | 3 | 13 | 0 | 13 | 1 | 13 | 3 |
| ASTRONOMY | 5 | 0 | 5 | 0 | 5 | 0 | 4 | 0 |
| BIOLOGY | 14 | 1 | 14 | 1 | 13 | 1 | 14 | 0 |
| CENTER FOR GLOBAL STUDIES | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 |
| CENTER FOR PEDAGOGICAL INNOVATION | 3 | 0 | 3 | 0 | 1 | 0 | 1 | 0 |
| CENTER FOR THE AMERICAS | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| CENTER FOR THE ARTS | 0 | 5 | 0 | 0 | 0 | 1 | 0 | 0 |
| CENTER FOR THE HUMANITIES | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| CHEMISTRY | 14 | 1 | 14 | 0 | 14 | 1 | 15 | 1 |
| CLASSICAL STUDIES | 6 | 0 | 5 | 1 | 5 | 0 | 5 | 0 |
| COLLEGE OF EAST ASIAN STUDIES | 10 | 1 | 12 | 1 | 11 | 1 | 11 | 1 |
| COLLEGE OF EDUCATION STUDIES | 0 | 0 | 0 | 0 | 1 | 0 | 3 | 0 |
| COLLEGE OF FILM AND THE MOVING IMAGE | 10 | 3 | 11 | 4 | 12 | 3 | 12 | 2 |
| COLLEGE OF INTEGRATIVE SCIENCES | 1 | 1 | 2 | 1 | 3 | 1 | 4 | 1 |
| COLLEGE OF LETTERS | 6 | 2 | 6 | 2 | 8 | 0 | 6 | 0 |
| COLLEGE OF SOCIAL STUDIES | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 |
| COLLEGE OF THE ENVIRONMENT | 2 | 1 | 3 | 1 | 4 | 0 | 4 | 0 |
| DANCE | 8 | 3 | 7 | 2 | 6 | 6 | 8 | 4 |
| DIGITAL DESIGN STUDIO | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 |
| EARTH AND ENVIRONMENTAL SCIENCES | 8 | 1 | 8 | 1 | 8 | 1 | 7 | 1 |
| ECONOMICS | 19 | 1 | 18 | 1 | 18 | 1 | 20 | 2 |
| ENGLISH | 23 | 3 | 23 | 1 | 22 | 1 | 24 | 0 |
| ENVIRONMENTAL STUDIES PROGRAM | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 3 |
| FEMINIST, GENDER & SEXUALITY STUDIES | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| FEMINIST, GENDER, AND SEXUALITY STUDIES PROGRAM | 0 | 0 | 1 | 2 | 2 | 0 | 2 | 0 |
| FRIES CENTER FOR GLOBAL STUDIES | 0 | 0 | 2 | 0 | 2 | 0 | 2 | 0 |
| GERMAN STUDIES | 4 | 0 | 3 | 0 | 3 | 2 | 3 | 0 |
| GOVERNMENT | 16 | 0 | 18 | 2 | 18 | 1 | 19 | 0 |
| HISTORY | 20 | 1 | 21 | 0 | 20 | 0 | 21 | 1 |
| INSTITUTIONAL RESEARCH | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 |
| JEWETT CENTER FOR COMMUNITY PARTNERSHIPS | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 |
| LANGUAGE RESOURCE CENTER | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 |
| LESS COMMONLY TAUGHT LANGUAGES | 0 | 3 | 0 | 3 | 0 | 3 | 0 | 3 |
| MATHEMATICS AND COMPUTER SCIENCE | 22 | 0 | 21 | 1 | 20 | 0 | 21 | 0 |
| MOLECULAR BIOLOGY AND BIOCHEMISTRY | 11 | 0 | 9 | 0 | 10 | 0 | 11 | 0 |
| MUSIC | 17 | 7 | 17 | 7 | 16 | 6 | 17 | 7 |
| NEUROSCIENCE AND BEHAVIOR PROGRAM | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0 |
| PHILOSOPHY | 8 | 1 | 8 | 4 | 9 | 1 | 8 | 1 |
| PHYSICAL EDUCATION | 22 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| PHYSICAL EDUCATION | 0 | 0 | 23 | 0 | 21 | 0 | 22 | 0 |
| PHYSICS | 12 | 0 | 12 | 0 | 12 | 0 | 10 | 1 |
| PRESIDENT'S OFFICE | 0 | 2 | 0 | 0 | 0 | 0 | 0 | 0 |
| PSYCHOLOGY | 20 | 1 | 19 | 0 | 19 | 0 | 22 | 0 |
| QUANTITATIVE ANALYSIS CENTER | 2 | 3 | 2 | 1 | 2 | 1 | 4 | 0 |
| RELIGION | 8 | 0 | 8 | 0 | 8 | 2 | 9 | 0 |
| RELIGIOUS AND SPIRITUAL LIFE / CHAPLAINS | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 |
| ROMANCE LANGUAGES AND LITERATURES | 19 | 2 | 18 | 4 | 20 | 1 | 21 | 1 |
| RUSSIAN, EAST EUROPEAN, AND EURASIAN STUDIES | 3 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| RUSSIAN, EAST EUROPEAN, AND EURASIAN STUDIES PROGRAM | 0 | 0 | 3 | 0 | 3 | 0 | 3 | 0 |
| SCIENCE IN SOCIETY PROGRAM | 2 | 0 | 2 | 0 | 3 | 0 | 3 | 0 |
| SHAPIRO WRITING CENTER | 5 | 2 | 4 | 3 | 5 | 0 | 4 | 3 |
| SOCIOLOGY | 8 | 1 | 8 | 0 | 8 | 0 | 7 | 0 |
| THEATER | 5 | 7 | 9 | 2 | 8 | 2 | 8 | 4 |
| TOTAL | 365 | 69 | 370 | 52 | 373 | 47 | 388 | 43 |

Please enter any explanatory notes in the box below

Source: IPEDS Human Resources

STANDARD 6: TEACHING, LEARNING, AND SCHOLARSHIP

STD. 6.5: Faculty and Academic Staff Diversity

For each type of diversity important to your institution (e.g., gender, race/ethnicity, other), provide information on faculty and academic staff below. Use current year data.

| FACULTY | FULL-TIME | PART-TIME | TOTAL HEADCOUNT | HEADCOUNT GOAL specify year |
|---|-----------|-----------|-----------------|--------------------------------|
| IPEDS RACE | | | | |
| NONRESIDENT ALIEN | 34 | 2 | 36 | |
| HISPANIC | 26 | 1 | 27 | |
| AMERICAN INDIAN OR ALASKAN NATIVE | 2 | 0 | 2 | |
| ASIAN | 40 | 5 | 45 | |
| BLACK OR AFRICAN AMERICAN | 22 | 6 | 28 | |
| NATIVE HAWAIIAN OR OTHER PACIFIC ISLANDER | 1 | 0 | 1 | |
| WHITE | 264 | 28 | 292 | |
| TWO OR MORE RACES | 11 | 0 | 11 | |
| UNKNOWN | 2 | 1 | 3 | |
| FACULTY OF COLOR REGARDLESS OF CITIZENSHIP | | | | |
| YES | 123 | 14 | 137 | |
| NO | 279 | 29 | 308 | |
| FACULTY FROM UNDERREPRESENTED MINORITIES (US CITIZENS) | | | | |
| YES | 68 | 8 | 76 | |
| NO | 334 | 35 | 369 | |
| SEX | | | | |
| WOMEN | 191 | 15 | 206 | |
| MEN | 211 | 28 | 239 | |

| ACADEMIC STAFF LIBRARIANS, ARCHIVISTS, CURATORS, AND MUSEUM TECHNICIANS | FULL-TIME | PART-TIME | TOTAL HEADCOUNT | HEADCOUNT GOAL specify year |
|--|-----------|-----------|-----------------|--------------------------------|
| IPEDS RACE | | | | |
| NONRESIDENT ALIEN | 1 | 0 | 1 | |
| HISPANIC | 1 | 0 | 1 | |
| AMERICAN INDIAN OR ALASKAN NATIVE | 0 | 0 | 0 | |
| ASIAN | 1 | 0 | 1 | |
| BLACK OR AFRICAN AMERICAN | 0 | 0 | 0 | |
| NATIVE HAWAIIAN OR OTHER PACIFIC ISLANDER | 0 | 0 | 0 | |
| WHITE | 16 | 0 | 16 | |
| TWO OR MORE RACES | 1 | 0 | 1 | |
| UNKNOWN | 1 | 0 | 1 | |
| STAFF OF COLOR REGARDLESS OF CITIZENSHIP | | | | |
| YES | 3 | 0 | 3 | |
| NO | 18 | 0 | 18 | |
| STAFF FROM UNDERREPRESENTED MINORITIES (US CITIZENS) | | | | |
| YES | 1 | 0 | 1 | |
| NO | 20 | 0 | 20 | |
| SEX | | | | |
| WOMEN | 15 | 0 | 15 | |
| MEN | 6 | 0 | 6 | |

Please enter any explanatory notes in the box below

Based on all "Instructional" Staff in 2021-22 IPEDS HR. Goals for FY2023 are intentionally left blank because we neither expect significant changes in one single year nor set quotas for diversity.

STANDARD SIX: TEACHING, LEARNING & SCHOLARSHIP

Description

As of fall 2021, Wesleyan had 464 faculty: 197 tenured; 80 tenure-track; 86 non-tenure-track faculty in ongoing professor of the practice, adjunct, or artist-in-residence positions; 87 visiting faculty; and 14 staff members who teach undergraduate courses. Four additional instructors teach in the [Graduate Liberal Studies](#) program. The student:faculty ratio is 9:1.

The allocation of open faculty lines is determined annually by the provost in consultation with the divisional deans, associate provosts, and president. Available tenure-track lines are always filled with a tenure-track hire, but not always in the same academic unit. Each year in November, the provost sends chairs an official call for search requests. Visiting faculty requests are reviewed in December and January, and ongoing faculty requests, including tenure-track and professors of the practice, are reviewed in February and March.

The professor of the practice (PoP) position was established in 2015 as part of a conscious effort to move away from contingent visiting faculty appointments to longer-term appointments. Replacing previous visiting positions that were renewed annually (sometimes for many years in a row) with 3-year renewable positions has provided more stability to these faculty by providing multi-year contracts, regular raises, and a path to promotion. Assistant PoPs receive 3-year and associate PoPs receive 4-year renewable contracts. The focus of the PoP is teaching, and in some cases administrative duties. Research is not expected, though if a PoP is actively engaging in research, Wesleyan may provide support via Grants in Support of Scholarship ([see Workroom](#)).

Academic Affairs continues to hire a small number of per-course and full-time visitors for one semester or one year (and in certain circumstances occasionally two years). These positions fill small holes during unpaid faculty leaves, or take advantage of Wesleyan's location to bring professionals from New York to add to our curriculum.

The teaching load for tenure-track faculty is 2/2 or the equivalent, and the teaching load for PoPs, who do not have research responsibilities, is 3/2 or the equivalent.

SIMPLIFIED OVERVIEW OF FACULTY TYPES

| FACULTY TYPE | TENURED/ TENURE- TRACK | TEACHING LOAD <i>typical; 1.0 FTE</i> | RESEARCH | SERVICE | UNDER- GRAD ADVISING | FACULTY STATUS <i>faculty meeting</i> | CONTRACT | |
|------------------------------|------------------------------|---|----------|---------|----------------------------|--|---|-----------------|
| TENURED | ✓ | 2:2* | ✓ | ✓ | ✓ | Voice and vote | Indefinite | ✓ YES |
| TENURE-TRACK | ✓ | 2:2* | ✓ | ✓ | ✓ | | 4-year | ✓ SOME/POSSIBLE |
| ADJUNCT AND PE ADJUNCT | | | ✓ | ✓ | ✓ | | 4-year for asst. and assoc.; 6-year for full; all are renewable | |
| PROFESSOR OF THE PRACTICE | | | ✓ | ✓ | ✓ | | 5-year renewable; 3-yr if assoc.; 4-yr if full | |
| ARTIST IN RESIDENCE | | 3:2 | ✓ | ✓ | ✓ | | 3-year renewable | |
| UNIVERSITY PROFESSOR | | 2:2 | ✓ | ✓ | ✓ | | variable | |
| VISITING, SALARIED | | 3:2 | | ✓ | ✓ | | 1 to 3 years | |
| VISITING, PER COURSE | | 1/term | | | | Attend, no vote | 1 semester | |
| STAFF WHO TEACH | | 1 or 2 | | | | Not eligible | n/a | |

*reduced in some lab sciences

For more details about non-tenure-track appointments: wesleyan.edu/acad/faculty/faculty-handbook/8_acaf-policies/non-tenure-track-appointments.html

The Library currently has 18 librarians, 17 library technicians, and 6 other professional staff. Following a wave of generational retirements beginning in 2018, roughly 25% of the librarians are new to Wesleyan. Faculty needs are key factors in bringing in new staff. Prior to hiring a new science librarian, for example, the Library surveyed and met with Division 3 faculty to determine their research and teaching needs. As a result of

these conversations, the Library rescoped the position to include support for data management and deeper involvement in the research process; a new Data and STEM Education Librarian began in September 2021.

Graduate teaching assistants are employed by Math and Music as part of the professional training of graduate students. In Music, graduate TAs also allow Wesleyan to offer one-of-a-kind teaching, such as steel drum band or koto lessons. In other departments, graduate students typically serve as assistants in lab courses, but not as primary teachers. A graduate pedagogy training course, which recently added training from the Office for Equity & Inclusion (OEI) on inclusive teaching and implicit bias, is required of all new graduate students.

Wesleyan also employs many undergraduate course assistants to run help sessions and provide additional assistance to students (225 course assistants were hired in fall 2021, and 218 in spring 2022). OEI and the Center for Pedagogical Innovation (CPI) developed a new TA Toolkit workshop to provide instruction on inclusive teaching for students who support teaching in any capacity ([see Workroom](#)).

Appraisal

FACULTY LINES AND RECRUITMENT

There are processes in place in Wesleyan's long-range planning to assess the composition and adequacy of faculty lines. In 2017 the provost received approval from the president and Board of Trustees to increase the number of tenure-track faculty lines by 6, and professors of the practice by 8. In the new strategic plan, the provost requested additional faculty to ensure that all students have opportunities to work one-on-one with faculty, and three new lines have been approved.

There is a well-defined process for all faculty searches. The department names a search committee which meets with Academic Affairs and OEI to review the process. This involves discussion of implicit and explicit bias and how it can creep into searches in many ways, such as through letters of recommendation or through an overemphasis on scholarly pedigree. Faculty job ads are approved by Academic Affairs, taking into account equity and immigration issues (the job ad being central to Wesleyan's ability to obtain a green card for international hires). The job ad is then posted in the *Chronicle of Higher Education* and in more specialized locations. The department is required to reach out to colleagues to build a diverse applicant pool. After initial departmental review, which can include Zoom first-round interviews, the department makes a report to the provost and the vice president of equity and inclusion, describing the search and requesting permission to bring a short list of candidates to campus. The provost sometimes pushes back at this point if the department's diversity efforts seem insufficient.

The short-list candidates visit campus, where they meet members of the academic unit and give a talk. They also meet the dean of the appropriate division and a representative from the Advisory Committee to discuss Wesleyan's tenure process. Candidates receive basic information about Wesleyan, including the unit's tenure expectations document and information about benefits and immigration. After these interviews, the unit ranks the candidates and makes a recommendation to the provost, who then decides whether to make an offer and to whom. When an offer is made, the provost and divisional dean negotiate with the candidate to finalize the terms of the appointment.

Wesleyan revisits this process frequently with a focus on cultivating more diverse applicant pools and hiring more faculty of color. Wesleyan has committed to at least half of all new tenure-track hires in the three years 2021-23 being BIPOC faculty; to date, more than half of new hires that started in 2021 are BIPOC. We added language to our job ads requesting that candidates describe their approach to inclusive teaching; and since 2020-21, all search committees include a process advocate focused on ensuring that candidates are judged appropriately. There is a greater focus on inclusive hiring practices among the faculty, and this is emphasized in the mandatory meeting of search committees with the vice president of equity and inclusion.

Wesleyan has begun to cultivate applicant pools years in advance. We joined the Liberal Arts Diversity Officers (LADO) C3 program that builds capacity through mentoring graduate students and postdocs, and we hope to make broader use of conferences and organizations for BIPOC scholars. Wesleyan just formed a chapter of [SACNAS](#), led by an early-career tenure-track faculty member. We are adding teaching fellows as potential visiting positions beginning in the 2022-23 visitor request process. These positions are directed toward early-career BIPOC scholars interested in teaching at a liberal arts college. We also have an opportunity hire policy, which allows us to create a position in a unit if there is a strong case for a specific hire that will add to the diversity of the unit; that case should include a collective plan for addressing inclusivity so that work does not fall disproportionately on the new hire.

We do face some challenges. Hiring in fields like Economics and Computer Science, where there are so many varied opportunities for PhDs, can be difficult. We need to find candidates who are genuinely interested in both teaching and doing research at a liberal arts college that weighs those endeavors equally. This has worked well in Computer Science in recent years, less well in Economics, where we have seen great successes but also hires who quickly moved on to jobs outside academia. In the sciences, some faculty think that our startup packages are too low. The strength of our research in the sciences leads some to compare our start-up packages to those at R1 universities. In any event, the fact that we offer graduate programs in the sciences, unlike almost all of our peer liberal arts colleges, has enabled us to recruit strong faculty.

Diversity, Equity & Inclusion Wesleyan is committed to improving diversity, equity, and inclusion in teaching, learning, and scholarship. OEI conducts yearly training of the Advisory Committee on implicit bias and its impact on the evaluation of faculty. This training workshop, which takes place before any deliberations of promotions are held, includes measures to minimize bias and cognitive errors in the review of dossiers. OEI also collaborates with a number of offices to promote equitable and inclusive practices both in and outside of the classroom—efforts that are highlighted in a “Diversity Summit” at the beginning of the spring semester.

| | FISCAL YEAR | | | | | |
|---|-------------|------|------|------|------|------|
| | 2016 | 2017 | 2018 | 2019 | 2020 | 2021 |
| ALL FACULTY | | | | | | |
| WOMEN (%) | 46 | 47 | 45 | 47 | 45 | 45 |
| FACULTY OF COLOR (%) | 20 | 21 | 21 | 25 | 25 | 27 |
| INTERNATIONAL (%) | 9 | 8 | 6 | 7 | 7 | 7 |
| TENURED & TENURE-TRACK FACULTY | | | | | | |
| WOMEN (%) | 42 | 43 | 45 | 44 | 45 | 46 |
| FACULTY OF COLOR (%) | 18 | 23 | 21 | 25 | 26 | 28 |
| INTERNATIONAL (%) | 8 | 5 | 6 | 7 | 8 | 7 |

The [Pathways to Inclusive Education](#) programs begin with two pre-orientation programs, [WesMaSS](#) and [First Things First](#), designed to build cohorts of mutual support and introduce students to campus resources. The first is for STEM students from underrepresented backgrounds; the second for FGLI students. OEI has hired a Civil Rights/Title IX student intern to help improve communication with students about resources available when they feel they have experienced bias or sexual misconduct.

OEI also manages our [Ronald E. McNair Post-Baccalaureate Program](#) and [Mellon Mays Undergraduate Fellowship](#) program, both designed to provide students with research and mentoring to prepare them for successful graduate school careers. These programs are discussed in Standard 5. In addition, OEI provides resources for faculty wishing to employ best practices for creating inclusive classrooms. These include one-on-one support and resource materials available [online](#).

With support from a variety of sources, units have been making a conscious effort to invite scholars from diverse backgrounds and perspectives to give lectures. And this past year has seen a notable increase

in seminars given by scholars from underrepresented groups. The College of Letters (COL) has initiated a speaker series to help it think about issues of diversity and inclusion in its curriculum; in Spring 2021, COL offered a series of five talks focused on Islamic Intellectual Traditions, a field too long overlooked despite its relevance to COL teaching and scholarship.

We have seen a dramatic increase in the numbers of students requesting academic accommodations in the past few years. The campus-wide [Accessibility Committee](#) is working with Accessibility Services, faculty, and students to review the process of obtaining accommodations for students with disabilities. While our new Faculty Orientation includes a session on the accommodation process, faculty who have been here for a while are often not familiar with the process. OEI, Accessibility Services, and the Office of Faculty Development are collaborating on workshops to familiarize faculty with various methods for providing students with tools needed to access learning and demonstrate their knowledge regardless of learning, physical, sensory, health, psychiatric, or other disabilities—and to share pedagogical tools for universal design in classrooms, which will benefit all students.

Faculty in the Natural Sciences and Mathematics recently authored a petition which pledges to combat racism at all levels in science and math and commits the signers to certain actions such as bringing in more diverse seminar speakers, hiring diverse TAs and practicing inclusive pedagogy. Student-faculty dialogues, typically one per semester, are facilitated by the College of Integrative Sciences (CIS) and OEI where, for example, best practices regarding teaching and creating inclusive classrooms are discussed and incorporated into documents for distribution to other faculty. CIS has committed to incorporating equity and inclusion into its senior colloquium, where in the first semester students discuss topics such as imposter syndrome, stereotype threat, and implicit bias.

In 2019, six Black faculty, 5 of whom were women, left Wesleyan. Of those six, all left for great opportunities (4 went to R1 institutions, the other two went to strong institutions closer to family), though we are also aware that at least two of them did not feel entirely comfortable at Wesleyan or in their department. We recognize that while there are always reasons for a departure, if the person was happy at Wesleyan, those reasons may not have carried the day. The loss of these six faculty made us reflect more deeply on issues around faculty retention. The VP for Equity & Inclusion is working directly with departments to actively address climate issues, and when a particularly bad climate issue arises, mediators are hired to help faculty work through it.

In Fall 2021, Wesleyan joined with Connecticut College and Trinity College to form a Black Faculty Consortium. The group focuses on mentoring, support, wellness, and building community for Black faculty across all three institutions. Academic Affairs also piloted a new dependent care initiative in 2017 that has now been standardized as part of the Grants in Support of Scholarship program. Through this program faculty can apply for up to \$400 to cover dependent care costs while they are traveling or participating in research or other career development.

An equity audit is being conducted in 2021-22 for all units with respect to curriculum and pedagogy, access and success, faculty recruitment and retention, scholarship, climate, and resources and engagement. Results will inform us about strengths and deficits as we seek to build a more inclusive campus.

Wesleyan offers a number of resources and avenues to pursue redress of grievances by faculty, staff, and students. Many of these are discussed in the [faculty handbook, section 3.4, “Standards and Procedures for Regulating Conduct.”](#) For more information about grievances, see Std 9.

Faculty Development & Support The [Office of Faculty Career Development \(OFCD\)](#), run by a rotating faculty director and housed in the CPI, offers professional development training throughout the year on a wide range of topics including research, leadership, technology, grant writing, professional speaking, and writing for the public. Every semester the OFCD helps coordinate the formation of a variety of faculty

“communities” focused on teaching, research and professional development; and the office offers one-on-one consultations about all aspects of faculty life.

Wesleyan joined the National Center for Faculty Development & Diversity (NCFDD) as an institutional member in February 2021 following a 3-year pilot in which we offered individual faculty memberships and sent a few junior faculty members to the Faculty Success Program bootcamp. By December 2021, 115 faculty had set up memberships, and those faculty had engaged in 758 active sessions.

Wesleyan offers an annual Grants in Support of Scholarship program ([see Workroom](#)) which provides funding for projects (up to \$5,000), teaching and pedagogy (up to \$3,000), meetings (up to \$2,600), student-faculty research internships, dependent care funding for professional development (up to \$400), and general support (up to \$750). Funds are awarded on a competitive basis to eligible faculty (all faculty, including visitors on a 3-year or longer contract).

In March 2020, Wesleyan faculty voted to require that every academic unit [record its official mentoring policy](#) with Academic Affairs and that Academic Affairs establish an official mentoring program to provide every new tenure-track, PoP, and adjunct faculty member with a faculty mentor from outside their unit. The pilot program developed by the provost provides for “mentoring communities”—consisting of one senior faculty member and 2–3 junior faculty members—in which members mentor one another. Mentorship is also an area of focus in our overall commitment to recruiting and retaining faculty from groups historically under-represented in the academy. Modeled on a project of Dr. Freeman Hrabowski, we offer faculty an opportunity to participate in an eminent scholars program in which they are paired with a noted artist or scholar who is in their field but working somewhere other than Wesleyan—this can be especially helpful for faculty who are finding connection difficult on campus due to the nature of their work or identity.

Faculty governance (see Standard 3) supports the academic and institutional mission of the University through standing committees of the faculty and academic council. These committees review educational policies, faculty rights and responsibilities, assignment of honors, budgets, and compensation. Committees of the academic council are involved in the promotion and tenure process. These committees are composed of approximately 70 faculty from all ranks and divisions at the university. With respect to leadership and service, faculty governance is currently working on a proposal to revise election procedures to ensure greater participation of all groups. To more formally recognize faculty efforts in service and leadership, the annual merit form has been modified to include a section on equity and inclusion activities and a section to report service to the broader community. In addition, Academic Affairs established a new Faculty Leadership and Service Prize pilot with the first prizes awarded in fall 2021.

Tenure, Promotion, and Reappointment The path to tenure for tenure-track Wesleyan faculty is marked by several significant signposts, so that any concerns may be addressed before the tenure decision. There is a departmental second-year review in the third semester at Wesleyan, a reappointment decision in the spring of the third year, a departmental fifth-year review, and finally the tenure decision in the fall of the seventh year. These timelines may be delayed by parental or medical leaves.

The reviews for tenure-track faculty are based on written unit expectations of tenure. Each short-listed job candidate receives the document explaining the unit’s tenure expectations, and the tenure expectations for all units are also publicly available on the Academic Affairs website. Each document addresses expectations for tenure and for promotion to full within the three canonical areas of teaching, research, and collegueship. Academic Affairs asked units to update their tenure expectations with an addendum related to the COVID-19 pandemic.

Second- and fifth-year reviews are in the form of letters from the chair of the unit to the candidate, reviewed by the provost. The reappointment decision is more formal, with a unit recommendation to the Advisory Committee followed by a recommendation from that committee to the provost and the

president. The tenure decision is similar, but it involves external evaluators of research, the Review and Appeals Board, and the Board of Trustees. Promotion to full professor is similar, though without the intermediate reviews and reappointment.

We do face some challenges with our tenure and promotion processes related to evaluation of teaching. While units may include peer evaluations in their evaluation to Advisory, we do not yet have a systematic procedure for this, so we are discussing ways to formalize peer evaluation of teaching. Nor are faculty entirely satisfied with the new teaching evaluation form; additional changes to the form may need to be made. We also face the issue of the impact of the pandemic on faculty research. As mentioned above, each unit wrote a codicil to their tenure expectations to address the pandemic, but we will see how this plays out over the next few years. Another issue we have tried to address is implicit bias. Though the Advisory Committee receives training on implicit bias at the beginning of each year (as noted above), units do not receive such training, and there have been cases where that lack is clearly visible.

In response to feedback from the faculty, we have been evaluating our relatively new (2015) Professor of the Practice (PoP) position. Its administrative benefits include stabilizing the appointments of long-term visitors, creating flexible positions that could encompass teaching along with other essential University functions, and renaming our adjunct lines to reflect their work more accurately. But the diversity of position types and new practices—such as assigning these lines to academic centers and not just departments, programs, and colleges—has created challenges. Some of the PoPs appointed in academic centers have struggled with integrating into the life of the University and finding mentoring; they also experienced difficulty understanding promotion and reappointment processes. Initially these processes were handled by Academic Affairs rather than the Advisory Committee (see Std 3) because of the Committee's heavy load, but some faculty still wanted Advisory to be responsible; since 2020 Academic Affairs has been attending to reappointment and Advisory to promotion.

An ad hoc committee formed to clarify reappointment and promotion procedures presented five recommendations to the Academic Council in the spring of 2021: 1) change the language in the Faculty Handbook about scheduling reappointments, 2) change the language of the Handbook to reflect the reality of the range of positions in the faculty, 3) make adjuncts solely in Athletics, PoPs everywhere else, 4) clarify the expectations of what should be contained in the dossiers for continuing faculty reappointments and promotions, and 5) make all continuing faculty eligible for sabbaticals. Academic Affairs has already implemented the recommendations that fall under its purview, including: 1) clarifying the timing of reappointment, 3) discontinuing the hiring of adjuncts except in Athletics, and 5) establishing a calendar of rotation for when PoPs are eligible to apply for a sabbatical. Our Advisory Committee is reviewing the other two recommendations which fall under the auspices of faculty governance and will make formal motions to the Academic Council as to necessary changes in the fall of 2022.

Compensation Faculty compensation is managed by Academic Affairs with direction from the President's Office and Finance. The general goal is to be competitive with our peers, and we measure this by how effective Wesleyan is at hiring new professors and retaining faculty, as well as through review of comparative compensation data from peer institutions made available by AAUP ([see Workroom](#)). If Academic Affairs finds that Wesleyan is unsuccessful in hiring new professors and must increase starting salaries in negotiation, the provost can raise starting salaries in the following year. At the same time, Academic Affairs is sensitive to the need to prevent salary compression. We do not raise starting salaries in such a way that brings in new professors at or above the pay scale of current assistant professors. Academic Affairs also periodically conducts individual position salary reviews to address any inequities that may evolve over time.

The faculty Compensation and Benefits Committee (CBC), a Standing Committee of the Faculty, is charged with consulting with Academic Affairs, Finance, and the President's Office on issues of compensation and

benefits changes. They provide feedback and serve as a vehicle for presenting faculty concerns. At times, questions arise regarding Wesleyan's goal of remaining in the median of our peer group, and even the makeup of the group. The current peer group of 16 schools was agreed on by the faculty and the administration in 2002-03 ([see Workroom](#)). Professors at rank have been at or above the median since 2014-15, Associate Professors have been at or above since 2016-17, and Assistant Professors have been at or above since 2013-14. That positive trajectory is a result of a concerted effort by the President's Office, Finance, Academic Affairs, and the faculty to address a period of being below the middle.

Faculty often say that they are expected to be at the top of their field, so why should we not be at the top of our peer group in compensation as well? In fact, Wesleyan does come out well in [Inside Higher Education's annual report on faculty salaries](#), usually ranking 5th or so in the list of highest full professor salaries at liberal arts institutions. In addition, the peer group contains some "aspirational peers" that include R1 institutions with professional schools—whose presence makes the pay range significantly higher than that of all similarly sized liberal arts institutions. It is more difficult to get comparison data for PoP, adjunct, artist in residence, and visitor compensation. Wesleyan recognizes the need to increase PoP and visitor salaries and has been gradually increasing them over the past few years. With the support of the President's Office, Finance and Academic Affairs made a significant investment in those salaries. Effective July 1, 2022, PoP and adjunct salaries will be aligned.

Tenured faculty submit an annual report along with an updated CV each year to receive a merit review. The unit chair then submits merit recommendations for faculty in the unit to the dean of the division. Our current system has four categories of merit: across the board raise only (10% of faculty), merit (35%), high merit (35%), and distinctive merit (20%). Unit chairs generally round up these percentages, leaving the dean to try to balance between different units in the division, and the provost, in conversation with the deans, to balance between different divisions. Overall, this has worked well. The biggest complaints have been from people who receive high merit in a given year but think they deserve distinctive merit. When this process was first established, the faculty created a Merit Committee to hear such appeals, but so few were made that the committee was disbanded in 2017-18. Now appeals go to the tenured faculty on the CBC who make a recommendation to the president.

Looking ahead, the biggest issue is not about the merit system, but rather the percentage increase. Wesleyan has had a 4% raise pool for faculty and 3% for staff for many years. When the pandemic hit, it seemed that Wesleyan would face significant financial challenges; the decision was made to freeze salaries, so neither faculty nor staff received raises in July 2020. But those challenges turned out to be less severe than anticipated—due to federal financial support and unexpectedly large endowment growth in 2020-21—and this has led to pressure to try to make up for the salary freeze in some way. And there is another consideration. The 4% raise has worked well in a time of relative economic stability, but if we enter a less stable economic environment, it may need to be adjusted. Since Fall 2021, for example, the inflation rate looks high, so faculty have been saying that 4% is too low. However, no faculty said that 4% was too high in the year when inflation was at 1% or lower, though some trustees did bring up this point. Overall, Wesleyan would prefer to have a predictable yearly pool increase that more or less tracks the expected tuition increases, so that expenses and revenue can stay in line.

TEACHING AND LEARNING

Most of Wesleyan's undergraduate classes are small: in fall 2021, one in five enrolled fewer than 10 students and three in four fewer than 20; less than 1% of classes enrolled 50 or more students. Class formats (a total of 10) include lectures, seminars, studio courses, performance courses, lab courses, and discussion courses. Just over one-quarter of classes are lecture-discussion, and 21% are seminars.

Prior to the pandemic, all fall and spring courses were conducted in person (with the exclusion of partial-credit language courses conducted via Mango). During the pandemic when that was not possible, Wesleyan offered courses remotely. The intention moving forward is to continue fall and spring courses fully in person because we feel that the interpersonal interactions among faculty and students are an important part of the residential college experience.

In December 2020, faculty approved a resolution that “faculty shall generally distribute a syllabus within the first week of any course’s semester or term, with exceptions limited to small and upper-level (400+) and partial-credit courses.” With this new resolution, faculty have committed to making clear to students how to access the resources needed to participate fully in a course.

The Center for Pedagogical Innovation (CPI) is intended to inspire, support, and disseminate pedagogical innovations on campus by providing the infrastructural resources, logistical assistance, and training and mentoring needed to design, test, and deliver innovative courses, instructional materials, formats, or modes of delivery, and advising or mentoring programs ([see Workroom](#)). Prior to the pandemic, CPI, ITS, and the Library hosted a Compass Workshop Series each semester in which faculty and staff met to discuss the kinds of innovative pedagogies and technological methods being used at Wesleyan. In response to the pandemic, this partnership developed the “Summer of Learning”: a comprehensive set of workshops and trainings led by external and internal experts to help faculty to prepare high quality courses that are resilient to changes in teaching modalities. These workshops were conducted during July and August of 2020 with some of them repeated, in a more compact form, in January 2021. Additionally, CPI staff met with over fifty faculty one-on-one to support transitioning pedagogy into the “new normal.” This included, to varying degrees, meeting with the faculty teaching most FYS courses offered online over the summer; all Summer and Winter session undergraduate courses; many fall and spring undergraduate courses; and nearly all summer, fall, and spring GLS courses.

In the fall 2021 semester, CPI and OFCD invited faculty to participate in remote teaching cohorts, in which participants observed each other’s online classes and then discussed what was working (or not). The success of these cohorts led the OFCD to form similar teaching communities for the spring 2022 semester.

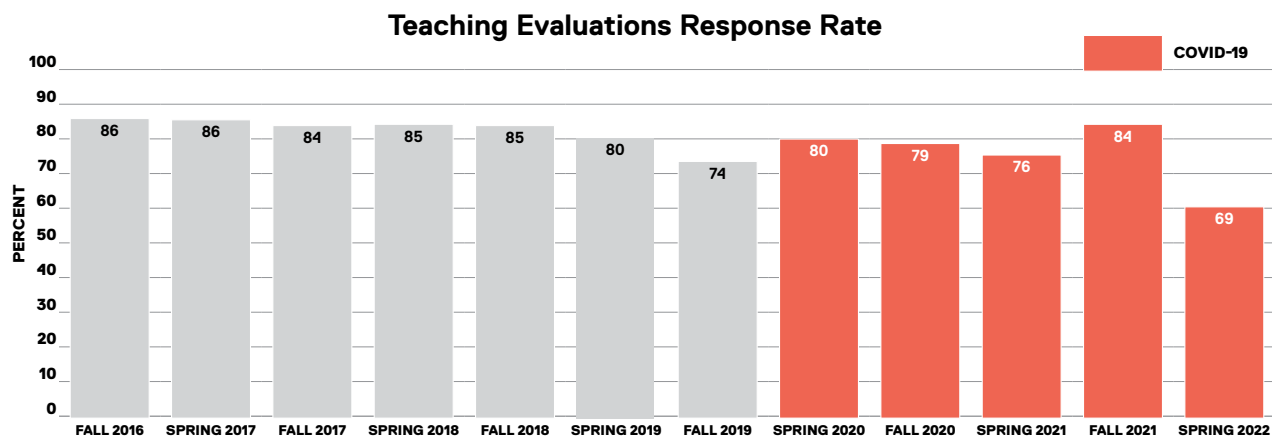
CPI also provides internal grants to faculty to encourage and support development and implementation of pedagogical innovations in teaching. These grants may support attending workshops or conferences on innovative pedagogical approaches, guest speakers, employing student assistants to support the development and integration of innovative pedagogical approaches into new or existing courses, and purchasing equipment or software to support effective instruction.

Each year since 2017-18, a seminar on Race & Pedagogy has brought 10–13 faculty together to meet regularly to discuss effective teaching of race and ethnicity. This program was initially funded via the CPI’s Mellon grant and has been continued with internal funding from Academic Affairs as part of our ongoing efforts around equity and inclusion. The seminar is particularly valued by faculty of color, who regularly advocate for its continuation.

We are currently reassessing the overall structure of the CPI with a view toward furthering its mission and consolidating our support for teaching across campus.

Evaluation of Teaching Student teaching evaluations are made available electronically to every student in every class ([see Workroom](#)). Students are strongly encouraged to submit evaluations for their courses, and students who do so for all their courses are allowed to view their final grades a few weeks early (on average, 80% of student evaluations were submitted over the past two years). Data from teaching evaluations are regularly reviewed by the faculty instructor, the chair of the unit, the dean of the division, and by the Advisory Committee when a faculty member goes up for tenure or promotion.

We saw a decline in student completion of evaluations in spring and fall 2019, followed by an initial leveling off during the pandemic (bars in dark/red). A promising rebound in fall 2021 was followed by another drop in participation in spring 2022 (69%).



Teaching evaluations have been controversial at Wesleyan for a number of years now, and much time and effort has been invested in trying to improve the process, including the content of the form, the method of delivery, and the use of the resulting data. EPC spent a year in 2018-19 reviewing the content of the form and developing an updated version, but the Advisory Committee did not find the updated version satisfactory. EPC may revisit the form in the future. The Office for Equity and Inclusion offers training each year for members of the Advisory Committee on issues around biases in teaching evaluations.

Due to faculty concerns about our heavy reliance on student teaching evaluations, the provost constituted an ad hoc committee in fall 2018 to explore a system of peer observation of teaching. The committee, comprised of five faculty and one representative from Academic Affairs, came to the conclusion that introducing a summative peer observation system was risky because most Wesleyan faculty have not yet experienced peer observations even in a formative context, so shifting to a peer observation system that could impact promotion and tenure decisions without more experience with peer observation seemed unwise. A second committee was charged in October 2019 to come to a final resolution on the question of peer evaluation of teaching. After many meetings with faculty and much feedback, the committee in February 2022 presented a final report to the Faculty Executive Committee (FEC). In a nutshell, the recommendation was to expand the scope of evidence used to evaluate the quality of teaching at Wesleyan. Specifically, tenure and promotion reviews conducted by academic units and the Advisory Committee should be required to weigh evidence of pedagogical success in addition to student evaluations of teaching. As written, enacting this recommendation would require approval by the Academic Council. This second committee also proposed the formation of peer teaching committees that would meet with each candidate at least once per semester to discuss the candidate’s teaching. These meetings would entail formative assessment with an agenda set by the candidate. Peer teaching committees would report descriptions of these meetings to complement the full scope of evidence reviewed by the relevant academic units involved in making summative assessments about the candidate’s teaching. Enacting this second recommendation would require approval by the full faculty. As of spring 2022, these proposals remain in the hands of FEC.

Advising All ongoing faculty (tenure-track, PoP, adjunct) participate in pre-major (or “liberal arts”) advising. An algorithm assigns every first-year student a pre-major faculty advisor, usually in one of the majors the student indicated might be an interest. In most cases, that faculty member will remain that student’s advisor until the student declares a major in spring of the sophomore year. Occasionally students request a change of advisor, or the advisor becomes unavailable, and the student is reassigned to another pre-major

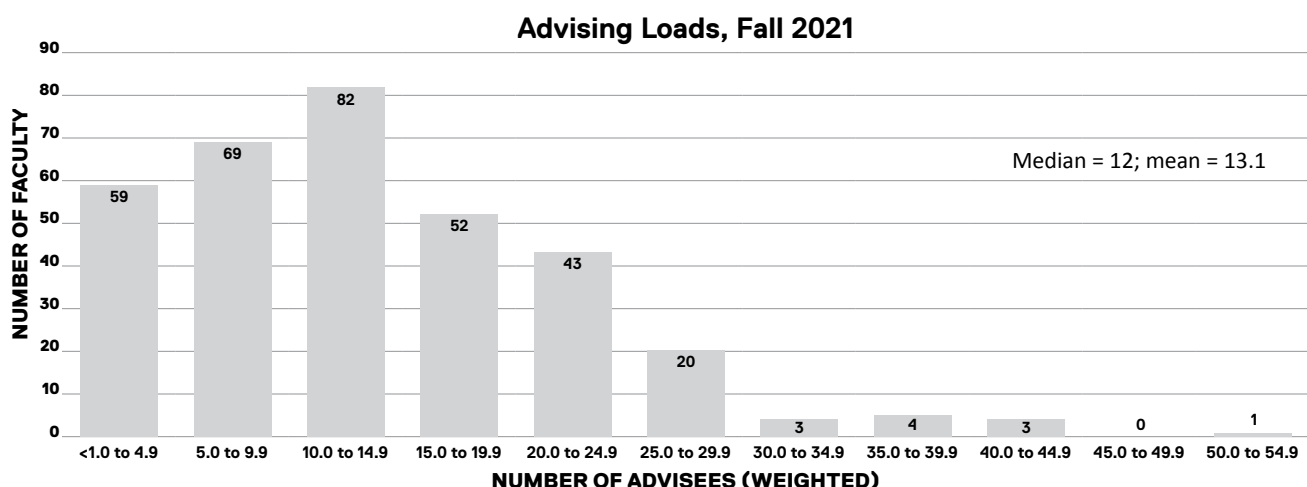
advisor. (As mentioned in Std 4, around one in eight students will switch to a different pre-major advisor and one in eight students' pre-major advisor becomes their major advisor.)

Pre-major advising is assigned on a rotating schedule. Year 1: 3–9 new pre-major advisees are assigned (number determined by the faculty member's overall advising load). Year 2: 3–9 new pre-major advisees are assigned. Year 3: no new pre-major advisees are assigned and the faculty member just continues to advise current sophomore pre-major advisees. Year 4: no new pre-major advisees (this year is intended to be the sabbatical year). The following year the rotation begins again.

The range of 3–9 pre-major advisees allows us to offset inequities in major advising loads, so that faculty who have the most major advisees would receive only 3 pre-major advisees, while those who have the fewest major advisees may receive 9 pre-major advisees. Prior to the use of Zoom, we had authority to assign up to 9 advisees but only assigned a maximum of 7 because it would have been impossible for an advisor to meet with 9 students individually during the allotted time in new student orientation; but now that some of these meetings may be held via Zoom, we have begun to assign this full range.

Major advising is overseen by each department. Faculty in some of the most popular departments have large major advising loads; this issue is compounded by additional major/minor advisees for those faculty who also support interdisciplinary majors, minors, and certificates. Surveys find that students are generally satisfied with their major advising. For example, satisfaction with advising in the major among the class of '21 was 81%, a full 20 points higher than satisfaction with pre-major advising ([see Workroom](#)).

As seen below, advising loads in fall 2021 ranged widely from 1 advisee to 52 and averaged 13 (among those faculty actively advising). On average, faculty in the arts and humanities have slightly lower advising loads (11) than faculty in the social sciences or natural sciences and mathematics (each with an average of 15). Advising loads do not vary with respect to male and female faculty.



Note: Advising weights are the inverse of the number of advisors assigned to a student in a given major. For example, student with 6 advisors in FILM would be assigned a weight of 1/6th (0.167).

Students are asked to complete an advising evaluation form. This form is made available to the faculty advisor but is considered confidential and is not available to anyone else. Some faculty find this feedback very helpful, while other faculty do not read the evaluations.

Research and Scholarship Institutional support of scholarship occurs through robust library collections, a relatively generous sabbatical policy (eligibility to apply after six semesters of teaching), funding of start-up costs for new faculty, and renovation of space needed for scholarship, such as laboratories and performance spaces. The university has also engaged in a greater effort to highlight faculty scholarship through annual research prizes (launched in 2017-18), lunches sponsored by the President's office to

showcase faculty research, and equity fellowships designed to support underrepresented faculty in their scholarship pursuits. The university further supports faculty research through funding of small research grants, travel to conferences, student internships, subventions, and other printing costs.

Faculty scholarship can occur in partnership with students, and such collaborations are generally successful across the divisions—from the [Wesleyan Media Project](#) to dance students performing with a company in New York City to a Genomics Analysis class whose students contribute to a published article. Faculty-student internships offered through Academic Affairs provide direct funding of faculty scholarship projects involving students. Internships are also supported through Wesleyan’s many interdisciplinary colleges and centers, which also provide funding for seminar speakers and host informal gatherings for faculty to discuss their scholarship. Examples include the [College of the Environment Think Tank](#), the [Center for the Humanities cross disciplinary weekly lecture series](#), [Traveler’s Lab](#), Fries Center for Global Studies support of [international faculty exchange opportunities](#), and the College of Integrative Sciences [summer research program](#) which supports over 170 students each summer to work on faculty research projects.

Pandemic effects on faculty scholarship have been pronounced. Many faculty were unable to travel to foreign universities and libraries, and those whose research took place on campus and involved students found that social distancing reduced the amount of student participation. As recently documented in *Nature Communications* (where, incidentally, Wesleyan professors have co-authored papers with students), the pandemic has led to a general reduction in the number of scholarly projects and the implementation of new ones. The impacts of this reduction are expected to be long lasting. At Wesleyan, then, support of faculty scholarship—particularly in fomenting new research projects—will be critical going forward. Additional scholarship funding from the provost has already helped faculty members resume research interrupted by the pandemic.

The pandemic has placed a particularly heavy burden on tenure-track faculty—especially women faculty—whose additional responsibilities (combined with difficulty in traveling or accessing research materials) slowed the pace of their scholarship. In recognition of this, Academic Affairs has offered tenure-track faculty up to 2 additional years to conduct their research before going up for tenure. In addition, Academic Affairs offered all faculty who took a sabbatical in spring 2020 one additional semester of eligibility towards their next sabbatical and also offered all faculty the opportunity to apply for special pandemic-related funding for dependent care and some additional research funds.

PROJECTION

- We anticipate that there will be longer-term impacts of the pandemic on productivity and output across the divisions which we will need to take into consideration as we plan for the future
- Continuing discussions around the role of ongoing faculty at Wesleyan
- Future of remote teaching at Wesleyan
 - Post-pandemic, fall and spring will return to a fully residential model
 - Remote learning will continue in Summer Session, Winter Session, and GLS, and will occur in some new pilots being developed to bring Wesleyan’s resources to additional students
- Evaluation of teaching
 - We anticipate there will be a new proposal regarding peer evaluation
 - We anticipate the possibility of changes to the content and/or use of the student evaluation form

STANDARD 7: INSTITUTIONAL RESOURCES

STD. 7.1: Headcount of Employees by Occupational Category

For each of the occupational categories below, enter the data reported on the IPEDS Human Resources Survey (Parts B and D1) for each of the years listed.

If your institution does not submit IPEDS, visit this link for information about how to complete this form: surveys.nces.ed.gov/IPEDS/Downloads/Forms/package_1_43.pdf

| | 3 YEARS PRIOR (FY 2019) | | | 2 YEARS PRIOR (FY 2020) | | | 1 YEAR PRIOR (FY 2021) | | | CURRENT YEAR (FY 2022) | | |
|--|----------------------------|-----------|--------------|----------------------------|-----------|--------------|---------------------------|-----------|--------------|---------------------------|-----------|--------------|
| | FT | PT | TOTAL | FT | PT | TOTAL | FT | PT | TOTAL | FT | PT | TOTAL |
| INSTRUCTIONAL STAFF | 368 | 55 | 423 | 378 | 54 | 432 | 384 | 48 | 432 | 402 | 43 | 445 |
| RESEARCH STAFF | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| PUBLIC SERVICE STAFF | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| LIBRARIANS | 16 | 0 | 16 | 16 | 0 | 16 | 12 | 0 | 12 | 13 | 0 | 13 |
| LIBRARY TECHNICIANS | 18 | 0 | 18 | 17 | 0 | 17 | 16 | 0 | 16 | 15 | 0 | 15 |
| ARCHIVISTS, CURATORS, MUSEUM STAFF | 6 | 0 | 6 | 6 | 0 | 6 | 6 | 0 | 6 | 8 | 0 | 8 |
| STUDENT AND ACADEMIC AFFAIRS | 38 | 0 | 38 | 37 | 0 | 37 | 40 | 0 | 40 | 42 | 0 | 42 |
| MANAGEMENT OCCUPATIONS | 55 | 2 | 57 | 56 | 3 | 59 | 67 | 1 | 68 | 72 | 0 | 72 |
| BUSINESS AND FINANCIAL OPERATIONS | 82 | 1 | 83 | 86 | 0 | 86 | 81 | 2 | 83 | 72 | 1 | 73 |
| COMPUTER, ENGINEERING AND SCIENCE | 74 | 3 | 77 | 74 | 2 | 76 | 72 | 1 | 73 | 73 | 1 | 74 |
| COMMUNITY, SOCIAL SERVICE, LEGAL, ARTS, DESIGN, ENTERTAINMENT, SPORTS, AND MEDIA | 52 | 5 | 57 | 56 | 4 | 60 | 56 | 3 | 59 | 59 | 0 | 59 |
| HEALTHCARE PRACTITIONERS AND TECHNICAL | 11 | 8 | 19 | 14 | 7 | 21 | 10 | 9 | 19 | 11 | 9 | 20 |
| SERVICE OCCUPATIONS | 43 | 1 | 44 | 41 | 2 | 43 | 44 | 2 | 46 | 40 | 2 | 42 |
| SALES AND RELATED OCCUPATIONS | 2 | 0 | 2 | 2 | 0 | 2 | 2 | 0 | 2 | 2 | 0 | 2 |
| OFFICE AND ADMINISTRATIVE SUPPORT | 119 | 4 | 123 | 115 | 5 | 120 | 107 | 5 | 112 | 111 | 3 | 114 |
| NATURAL RESOURCES, CONSTRUCTION, MAINTENANCE | 44 | 0 | 44 | 45 | 2 | 47 | 34 | 1 | 35 | 34 | 0 | 34 |
| PRODUCTION, TRANSPORTATION, MATERIAL MOVING | 11 | 0 | 11 | 11 | 0 | 11 | 10 | 0 | 10 | 10 | 0 | 10 |
| TOTAL | 939 | 79 | 1,018 | 954 | 79 | 1,033 | 941 | 72 | 1,013 | 964 | 59 | 1,023 |

Please enter any explanatory notes in the box below

Note. The number of librarians reported in our self-study differs from the numbers presented here due to recently filled openings and differences in reporting.

STANDARD 7: INSTITUTIONAL RESOURCES

STD. 7.2: Statement of Financial Position/Statement of Net Assets

| FISCAL YEAR ENDS - MONTH & DAY: (06/30) | 2 YEARS PRIOR (FY 2020) | 1 YEAR PRIOR (FY 2021) | MOST RECENT YEAR | PERCENT CHANGE | |
|--|----------------------------|---------------------------|---------------------|---------------------|---------------------|
| | | | | 2 YRS-1 YR PRIOR | 1 YR-MOST RECENT |
| ASSETS (IN 000S) | | | | | |
| CASH AND SHORT-TERM INVESTMENTS | \$64,149 | \$160,186 | \$181,525 | 149.7% | 13.3% |
| CASH HELD BY STATE TREASURER | \$0 | \$0 | \$0 | - | - |
| DEPOSITS HELD BY STATE TREASURER | \$0 | \$0 | \$0 | - | - |
| ACCOUNTS RECEIVABLE, NET | | | | - | - |
| CONTRIBUTIONS RECEIVABLE, NET | \$15,539 | \$22,474 | \$28,353 | 44.6% | 26.2% |
| INVENTORY AND PREPAID EXPENSES | | | | - | - |
| LONG-TERM INVESTMENTS | \$1,103,148 | \$1,147,551 | \$1,730,308 | 4.0% | 50.8% |
| LOANS TO STUDENTS | | | | - | - |
| FUNDS HELD UNDER BOND AGREEMENT | \$0 | \$0 | \$0 | - | - |
| PROPERTY, PLANTS, AND EQUIPMENT, NET | \$347,521 | \$364,400 | \$376,215 | 4.9% | 3.2% |
| OTHER ASSETS | | | | - | - |
| TOTAL ASSETS | \$1,530,357 | \$1,694,611 | \$2,316,401 | 10.7% | 36.7% |
| LIABILITIES (IN 000S) | | | | | |
| ACCOUNTS PAYABLE AND ACCRUED LIABILITIES | \$19,628 | \$18,504 | \$23,347 | -5.7% | 26.2% |
| DEFERRED REVENUE & REFUNDABLE ADVANCES | \$2,908 | \$5,958 | \$4,970 | 104.9% | -16.6% |
| DUE TO STATE | \$0 | \$0 | \$0 | - | - |
| DUE TO AFFILIATES | \$0 | \$0 | \$0 | - | - |
| ANNUITY AND LIFE INCOME OBLIGATIONS | \$9,726 | \$10,398 | \$10,640 | 6.9% | 2.3% |
| AMOUNTS HELD ON BEHALF OF OTHERS | \$0 | \$0 | \$0 | - | - |
| LONG-TERM INVESTMENTS | \$280,629 | \$354,865 | \$354,916 | 26.5% | 0.0% |
| REFUNDABLE GOVERNMENT ADVANCES | \$4,042 | \$3,409 | \$3,004 | -15.7% | -11.9% |
| OTHER LONG-TERM LIABILITIES | \$36,431 | \$40,686 | \$53,344 | 11.7% | 31.1% |
| TOTAL LIABILITIES | \$353,364 | \$433,820 | \$450,221 | 22.8% | 3.8% |
| NET ASSETS (IN 000S) | | | | | |
| UNRESTRICTED NET ASSETS | | | | | |
| INSTITUTIONAL | \$396,851 | \$425,030 | \$602,488 | 7.1% | 41.8% |
| FOUNDATION | | | | - | - |
| TOTAL | \$396,851 | \$425,030 | \$602,488 | 7.1% | 41.8% |
| TEMPORARILY RESTRICTED NET ASSETS | | | | | |
| INSTITUTIONAL | \$791,377 | \$847,589 | \$1,276,611 | 7.1% | 50.6% |
| FOUNDATION | | | | - | - |
| TOTAL | \$791,377 | \$847,589 | \$1,276,611 | 7.1% | 50.6% |
| PERMANENTLY RESTRICTED NET ASSETS | | | | | |
| INSTITUTIONAL | | | | - | - |
| FOUNDATION | | | | - | - |
| TOTAL | \$0 | \$0 | \$0 | - | - |
| TOTAL NET ASSETS | \$1,188,228 | \$1,272,619 | \$1,879,099 | 7.1% | 47.7% |
| TOTAL LIABILITIES AND NET ASSETS | \$1,541,592 | \$1,706,439 | \$2,329,320 | 10.7% | 36.5% |

Please enter any explanatory notes in the box below

Row 24 is "Long-term debt" not "investments"; Row 29: "Without donor restrictions" is current accounting term; Row 34: "With donor restrictions" is current accounting term;

STANDARD 7: INSTITUTIONAL RESOURCES

ST.D 7.3: Statement of Revenues and Expenses

| FISCAL YEAR ENDS - MONTH & DAY: 06/30 | 3 YEARS PRIOR (FY2018) | 2 YEARS PRIOR (FY2019) | MOST RECENTLY COMPLETED YEAR (FY 2020) | CURRENT YEAR (FY 2021) | NEXT YEAR FORWARD (FY 2022) |
|--|---------------------------|---------------------------|--|---------------------------|-----------------------------------|
| OPERATING REVENUES IN 000S | | | | | |
| TUITION AND FEES | \$164,937 | \$176,782 | \$183,915 | \$177,040 | \$209,658 |
| ROOM AND BOARD | \$45,091 | \$47,570 | \$39,193 | \$41,641 | \$55,762 |
| LESS: FINANCIAL AID | -\$61,870 | -\$67,566 | -\$69,966 | -\$70,032 | -\$78,010 |
| NET STUDENT FEES | \$148,158 | \$156,786 | \$153,142 | \$148,649 | \$187,410 |
| GOVERNMENT GRANTS AND CONTRACTS | \$11,664 | \$7,307 | \$8,211 | \$11,061 | \$11,448 |
| PRIVATE GIFTS, GRANTS AND CONTRACTS | \$10,779 | \$9,380 | \$10,049 | \$8,987 | \$11,000 |
| OTHER AUXILIARY ENTERPRISES | | | | | |
| ENDOWMENT INCOME USED IN OPERATIONS | \$39,044 | \$41,281 | \$43,553 | \$45,625 | \$46,930 |
| OTHER REVENUE <i>specify:</i> | \$12,812 | \$9,729 | \$8,180 | \$6,199 | \$5,224 |
| OTHER REVENUE <i>specify:</i> | | | | | |
| NET ASSETS RELEASED FROM RESTRICTIONS | \$2,541 | \$7,053 | \$9,135 | \$6,501 | \$3,388 |
| TOTAL OPERATING REVENUES | \$224,998 | \$231,536 | \$232,270 | \$227,022 | \$265,400 |
| OPERATING EXPENSES IN 000S | | | | | |
| INSTRUCTION | \$106,612 | \$105,133 | \$106,512 | \$98,554 | \$112,385 |
| RESEARCH | \$10,105 | \$10,216 | \$9,269 | \$9,034 | \$10,302 |
| PUBLIC SERVICE | | | | | |
| ACADEMIC SUPPORT | \$11,506 | \$11,811 | \$11,632 | \$11,260 | \$12,840 |
| STUDENT SERVICES | \$13,964 | \$14,363 | \$14,866 | \$20,530 | \$23,411 |
| INSTITUTIONAL SUPPORT | \$29,228 | \$28,790 | \$27,222 | \$28,486 | \$32,484 |
| FUNDRAISING AND ALUMNI RELATIONS | | | | | |
| OPERATION, MAINTENANCE OF PLANT <i>if not allocated</i> | | | | | |
| SCHOLARSHIPS AND FELLOWSHIPS | | | | | |
| AUXILIARY ENTERPRISES | \$48,135 | \$49,262 | \$48,043 | \$52,614 | \$59,998 |
| DEPRECIATION <i>if not allocated</i> | | | | | |
| OTHER EXPENSES <i>specify:</i> | | | | | |
| OTHER EXPENSES <i>specify:</i> | | | | | |
| TOTAL OPERATING EXPENDITURES | \$219,550 | \$219,575 | \$217,544 | \$220,478 | \$251,420 |
| CHANGE IN NET ASSETS FROM OPERATIONS | \$5,448 | \$11,961 | \$14,726 | \$6,544 | \$13,980 |
| NON OPERATING REVENUES IN 000S | | | | | |
| STATE APPROPRIATIONS <i>net</i> | | \$0 | \$0 | \$0 | \$0 |
| INVESTMENT RETURN | \$126,999 | \$41,687 | \$87,504 | \$598,660 | \$38,800 |
| INTEREST EXPENSE <i>public institutions</i> | | | | | |
| GIFTS, BEQUESTS AND CONTRIBUTIONS NOT USED IN OPERATIONS | \$18,721 | \$21,076 | \$38,023 | \$54,866 | \$57,658 |
| NON-OPERATING NET ASSETS USED IN OPERATIONS | -\$41,585 | -\$44,627 | -\$52,688 | -\$52,126 | -\$49,326 |
| POST-RETIREMENT BENEFIT OBLIGATION CHANGES | -\$1,512 | \$4,043 | -\$1,533 | -\$222 | \$0 |
| CHANGE IN VALUE OF SPLIT-INTEREST AGREEMENTS | -\$763 | -\$961 | -\$1,641 | -\$1,242 | -\$502 |
| NET NON-OPERATING REVENUES | \$101,860 | \$21,218 | \$69,665 | \$599,936 | \$46,630 |
| INCOME BEFORE OTHER REVENUES, EXPENSES, GAINS, OR LOSSES | \$107,308 | \$33,179 | \$84,391 | \$606,480 | \$60,610 |
| CAPITAL APPROPRIATIONS <i>public institutions</i> | | | | | |
| OTHER <i>specify:</i> | | | | | |
| TOTAL INCREASE/DECREASE IN NET ASSETS | \$107,308 | \$33,179 | \$84,391 | \$606,480 | \$60,610 |

STANDARD 7: INSTITUTIONAL RESOURCES

STD. 7.4: Statement of Debt

| FISCAL YEAR ENDS MONTH & DAY (06/30) | 3 YEARS PRIOR (FY2019) | 2 YEARS PRIOR (FY2020) | MOST RECENTLY COMPLETED YEAR (FY 2021) | CURRENT YEAR (FY 2022) | NEXT YEAR FORWARD (FY 2023) |
|--|------------------------|------------------------|--|------------------------|-----------------------------|
| LONG-TERM DEBT | | | | | |
| BEGINNING BALANCE | \$283,025 | \$283,025 | \$358,025 | \$358,025 | \$448,935 |
| ADDITIONS | \$0 | \$75,000 | \$0 | \$90,910 | \$0 |
| REDUCTIONS | \$0 | \$0 | \$0 | \$0 | \$0 |
| ENDING BALANCE | \$283,025 | \$358,025 | \$358,025 | \$448,935 | \$448,935 |
| INTEREST PAID DURING FISCAL YEAR | \$12,646 | \$12,395 | \$14,870 | \$17,880 | \$17,880 |
| CURRENT PORTION | \$0 | \$0 | \$0 | \$0 | \$0 |
| BOND RATING | | | | | |
| | Aa3/AA | Aa3/AA | Aa3/AA | | |
| DEBT SERVICE COVERAGE Operating Income / (Annual Interest + Current Portion of Debt) | | | | | |
| DEBT TO NET ASSETS RATIO Long-term Debt / Total Net Assets | | | | | |
| | 0.24 | 0.28 | 0.19 | | |
| DEBT TO ASSETS RATIO Long-term Debt / Total Assets | | | | | |
| | 0.18 | 0.21 | 0.15 | | |

Debt Covenants: (1) Describe interest rate, schedule, and structure of payments; and (2) indicate whether the debt covenants are being met. If not being met, describe the specific covenant violation (i.e., requirement of the lender vs. actual achieved by the institution). Also, indicate whether a waiver has been secured from the lender and/or if covenants were modified.

The University is subject to certain financial covenants that would be imposed if the University does not maintain its credit rating. The University has maintained its credit rating and thus the financial covenants were not applicable.

Line(s) of Credit: List the institutions line(s) of credit and their uses.

The University has two credit facilities each with \$40,000 available that can be used for various cash needs.

Future borrowing plans (please describe).

The University has issued debt in advance of upcoming construction projects. At this time, we do not have plans for future borrowing.

STANDARD 7: INSTITUTIONAL RESOURCES

STD. 7.5: Supplemental Data

| FISCAL YEAR ENDS MONTH & DAY (06/30) | 3 YEARS PRIOR (FY2018) | 2 YEARS PRIOR (FY2019) | MOST RECENTLY COMPLETED YEAR (FY 2020) | CURRENT YEAR (FY 2021) | NEXT YEAR FORWARD (FY 2022) |
|---|------------------------|------------------------|--|------------------------|-----------------------------|
| NET ASSETS | | | | | |
| NET ASSETS BEGINNING OF YEAR | \$1,047,741 | \$1,155,049 | \$1,188,228 | \$1,272,619 | \$1,879,099 |
| TOTAL INCREASE/DECREASE IN NET ASSETS | \$107,308 | \$33,179 | \$84,391 | \$606,480 | \$0 |
| NET ASSETS END OF YEAR | \$1,155,049 | \$1,188,228 | \$1,272,619 | \$1,879,099 | \$1,879,099 |
| FINANCIAL AID | | | | | |
| SOURCE OF FUNDS | | | | | |
| UNRESTRICTED INSTITUTIONAL | | \$48,281 | \$53,139 | \$52,576 | \$61,302 |
| FEDERAL, STATE AND PRIVATE GRANTS | | \$6,748 | \$6,467 | \$6,081 | \$7,090 |
| RESTRICTED FUNDS | | \$9,696 | \$10,567 | \$11,242 | \$13,108 |
| TOTAL | \$0 | \$64,725 | \$70,173 | \$69,899 | \$81,500 |
| % DISCOUNT OF TUITION AND FEES | | | | | |
| | | 38.20% | 38.00% | 39.60% | 37.20% |
| % UNRESTRICTED DISCOUNT | | | | | |
| | | | | | |
| NET TUITION REVENUE PER FTE | | | | | |
| | | \$34 | \$35 | \$34 | |
| FEDERAL FINANCIAL RESPONSIBILITY COMPOSITE SCORE | | | | | |
| | | 3 | 3 | 3 | |

Please indicate your institution's endowment spending policy:

Wesleyan follows a spending rule known as the Tobin Rule, named for James Tobin, recipient of the 1981 Nobel Prize in Economics. This rule sets the annual distribution using a quantitative formula that combines elements of stability and market conditions. The University's endowment spending is 70% based on the prior year's spending plus inflation (measured by the Higher Education Price Index (HEPI) as of June 30 of the past fiscal year) and 30% from 4.5% of the market value of endowment as of June 30 of the previous fiscal year.

STANDARD 7: INSTITUTIONAL RESOURCES

STD. 7.5A: Liquidity

| FISCAL YEAR ENDS MONTH & DAY (06/30) | 3 YEARS PRIOR (FY2018) | 2 YEARS PRIOR (FY2019) | MOST RECENTLY COMPLETED YEAR (FY 2020) | CURRENT YEAR (FY 2021) | NEXT YEAR FORWARD (FY 2022) |
|---|------------------------|------------------------|--|------------------------|-----------------------------|
| CASH FLOW | | | | | |
| CASH AND CASH EQUIVALENTS BEGINNING OF YEAR | \$14,308 | \$16,575 | \$27,091 | \$17,604 | \$15,801 |
| CASH FLOW FROM OPERATING ACTIVITIES | (\$20,804) | (\$20,117) | (\$25,632) | (\$12,666) | (\$20,000) |
| CASH FLOW FROM INVESTING ACTIVITIES | \$7,641 | \$9,275 | (\$80,285) | (\$16,722) | (\$100,000) |
| CASH FLOW FROM FINANCING ACTIVITIES | \$15,430 | \$21,358 | \$96,430 | \$27,585 | \$125,000 |
| CASH AND CASH EQUIVALENTS END OF YEAR | \$16,575 | \$27,091 | \$17,604 | \$15,801 | \$20,801 |
| LIQUIDITY RATIOS | | | | | |
| CURRENT ASSETS | | | | | |
| CURRENT LIABILITIES | | | | | |
| CURRENT RATIO | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| DAYS CASH ON HAND ((Cash and Cash Equivalents / [Operating Expenses + Depreciation and other noncash expenses]) / 365) | 26.32 | 43.01 | 28.11 | 24.87 | 30.2 |

Please enter any explanatory notes in the box below that may impact the institution's cash flow.

GAAP does not require a classified balance sheet; the current ratio is not determinable from our statement of financial position.

Has the institution needed to access its restricted net assets or liquidate other financial assets to fund operations? If so, please describe and indicate when approvals (if required) were obtained from the state's authority.

No

STANDARD 7: INSTITUTIONAL RESOURCES

STD. 7.6: Information Resources

| | 3 YEARS PRIOR (FY 2018) | 2 YEARS PRIOR (FY 2019) | MOST RECENTLY COMPLETED YEAR (FY 2020) | CURRENT YEAR (FY 2021) | NEXT YEAR FORWARD (GOAL) (FY 2022) |
|--------------------------------------|----------------------------|----------------------------|--|---------------------------|---|
| TOTAL EXPENDITURES | | | | | |
| MATERIALS | \$4,125,413 | \$4,231,987 | \$4,147,706 | \$4,272,138 | \$4,400,302 |
| SALARIES & WAGES (PERMANENT STAFF) | \$3,101,292 | \$3,014,071 | \$2,967,308 | \$2,995,434 | \$3,145,206 |
| SALARIES & WAGES (STUDENT EMPLOYEES) | \$275,791 | \$355,683 | \$317,485 | \$317,485 | \$317,485 |
| OTHER OPERATING EXPENSES | \$288,940 | \$323,695 | \$302,318 | \$309,511 | \$310,000 |

| | | | | | |
|--------------------------------------|---------|---------|---------|---------|---------|
| EXPENDITURES/FTE STUDENT | | | | | |
| MATERIALS | \$1,282 | \$1,310 | \$1,358 | \$1,193 | \$1,229 |
| SALARIES & WAGES (PERMANENT STAFF) | \$964 | \$933 | \$972 | \$836 | \$878 |
| SALARIES & WAGES (STUDENT EMPLOYEES) | \$86 | \$110 | \$104 | \$89 | \$89 |
| OTHER OPERATING EXPENSES | \$90 | \$100 | \$99 | \$86 | \$87 |

| | | | | | |
|----------------------------------|-----|-----|-----|-----|-----|
| COLLECTIONS | | | | | |
| PERCENT AVAILABLE PHYSICALLY | 49% | 44% | 34% | 32% | 30% |
| PERCENT AVAILABLE ELECTRONICALLY | 51% | 56% | 66% | 68% | 70% |
| NUMBER OF DIGITAL REPOSITORIES | 1 | 1 | 1 | 1 | 1 |

| | | | | | |
|--|----|----|----|----|----|
| PERSONNEL (FTE) | | | | | |
| LIBRARIANS - MAIN CAMPUS | 18 | 18 | 16 | 17 | 19 |
| LIBRARIANS - BRANCH /OTHER LOCATIONS | | | | | |
| OTHER LIBRARY PERSONNEL - MAIN CAMPUS | 21 | 27 | 25 | 23 | 25 |
| OTHER LIBRARY PERSONNEL - BRANCH/OTHER LOCATIONS | | | | | |

| | | | | | |
|--|-----|-----|------|-----|-----|
| AVAILABILITY/ATTENDANCE | | | | | |
| HOURS OF OPERATION/WEEK MAIN CAMPUS | 113 | 113 | 113* | 113 | 113 |
| HOURS OF OPERATION/WEEK BRANCH/OTHER LOCATIONS | | | | | |

CONSORTIA/PARTNERSHIPS

Boston Library Consortium; Center for Research Libraries; Hathi Trust; EAST; Connecticut/Trinity/Wesleyan (CTW)

URL OF MOST RECENT LIBRARY ANNUAL REPORT:

Please enter any explanatory notes in the box below

*does not take into account the library was closed April 1 – September 1 for COVID

STANDARD 7: INSTITUTIONAL RESOURCES

STD. 7.7: Technological Resources

| | 3 YEARS PRIOR (FY 2018) | 2 YEARS PRIOR (FY 2019) | MOST RECENTLY COMPLETED YEAR (FY 2020) | CURRENT YEAR (FY 2021) | NEXT YEAR FORWARD (GOAL) (FY 2022) |
|-------------------------------------|--|---|---|---|---|
| COURSE MANAGEMENT SYSTEM | Moodle | | | | |
| NUMBER OF CLASSES USING THE SYSTEM | | | 587/524 | 602 | 600 |
| BANDWIDTH | | | | | |
| ON-CAMPUS NETWORK | 1 GB to desktop; 10 GB between distribution points. | 1 GB to desktop; 10 GB between distribution points. | 1 GB to desktop; 10 GB between distribution points. | 1 GB to desktop; 10 GB between distribution points. | 2 GB to desktop; 10 GB between distribution points. |
| OFF-CAMPUS ACCESS | | | | | |
| COMMODITY INTERNET (MBPS) | 2 GB | 2 GB | 2 GB | 5 GB | 5 GB |
| HIGH-PERFORMANCE NETWORKS (MBPS) | 1 GB | 1 GB | 1 GB | 2GB | 2 GB |
| WIRELESS PROTOCOL(S) | 802.11 AC | 802.11 AC | 802.11 AC | 802.11 AC | 802.11 AC |
| TYPICAL CLASSROOM TECHNOLOGY | | | | | |
| MAIN CAMPUS | PC, Mac Mini, AMX switcher, display touchscreen, projector/screen or TV, Blu-ray/DVD player, AppleTV, Microsoft Wireless Display adaptor | | | | |
| BRANCH/OTHER LOCATIONS | | | | | |

SOFTWARE SYSTEMS AND VERSIONS

| | |
|--------------------------------|---|
| STUDENTS | PeopleSoft CS 9.2 |
| FINANCES | PeopleSoft Finance 9.2 |
| HUMAN RESOURCES | PeopleSoft HR/Benefits/Payroll 9.2 |
| ADVANCEMENT | Affinaquest 17.1 (Salesforce (Spring '21) Based Application) |
| LIBRARY | Primo EV |
| WEBSITE MANAGEMENT | Cascade by Hannon Hill, Word Press |
| PORTFOLIO MANAGEMENT | N/A |
| INTERACTIVE VIDEO CONFERENCING | Zoom, Teams, Google Meet |
| DIGITAL OBJECT MANAGEMENT | Islandora 7 |
| PORTAL/INTRANET | WesPortal 2.0: In-house developed portal used by students, faculty and staff. |

WEBSITE LOCATIONS OF TECHNOLOGY POLICIES/PLANS

| | |
|--------------------------------|---|
| INTEGRITY AND SECURITY OF DATA | wesleyan.edu/its/policies/Data Security and Privacy Protection Policy.html |
| PRIVACY OF INDIVIDUALS | wesleyan.edu/copyright/privacy.html |
| APPROPRIATE USE | wesleyan.edu/its/policies/technology_aup.html |
| DISASTER AND RECOVERY PLAN | See workroom Standard 7 |
| TECHNOLOGY REPLACEMENT | wesleyan.edu/its/policies/comp_repl_purch.html |

Please enter any explanatory notes in the box below

The Disaster Recovery Plan is not publicly available on the website. It is in ITS' Sharepoint library. At this point, we do not have plans in the next 2-3 years to go to 802.11AX nor to upgrade to 40GB connections between the distribution layer and the core. Those are likely 5-year-plus goals. We will however, plan for 10GB in the new Science Center with 40GB to the core at that time.

STANDARD 7: INSTITUTIONAL RESOURCES

STD. 7.7: Physical Resources

| CAMPUS LOCATION | SERVICEABLE BUILDINGS | | ASSIGNABLE SQUARE FEET (000) | | |
|-------------------------|-------------------------|-------------------------|------------------------------|------------------------|------------------------------------|
| | 3 YEARS PRIOR (FY 2018) | 2 YEARS PRIOR (FY 2019) | 1 YEAR PRIOR (FY 2020) | CURRENT YEAR (FY 2021) | NEXT YEAR FORWARD (GOAL) (FY 2022) |
| MAIN CAMPUS | 317 | | | 1,583,891 | |
| OTHER U.S. LOCATIONS | 0 | | | 0 | |
| INTERNATIONAL LOCATIONS | 0 | | | 0 | |

REVENUE (\$000)

| | 3 YEARS PRIOR (FY 2018) | 2 YEARS PRIOR (FY 2019) | 1 YEAR PRIOR (FY 2020) | CURRENT YEAR (FY 2021) | NEXT YEAR FORWARD (GOAL) (FY 2022) |
|--|-------------------------|-------------------------|------------------------|------------------------|------------------------------------|
| CAPITAL APPROPRIATIONS (PUBLIC INSTITUTIONS) | | | | | |
| OPERATING BUDGET | | | | | |
| GIFTS AND GRANTS | | | | | |
| DEBT | | | | | |
| TOTAL | \$0 | \$0 | \$0 | \$0 | \$0 |

EXPENDITURES (\$000)

| | 3 YEARS PRIOR (FY 2018) | 2 YEARS PRIOR (FY 2019) | 1 YEAR PRIOR (FY 2020) | CURRENT YEAR (FY 2021) | NEXT YEAR FORWARD (GOAL) (FY 2022) |
|--|-------------------------|-------------------------|------------------------|------------------------|------------------------------------|
| NEW CONSTRUCTION | \$1,158,280 | \$2,287,809 | \$11,937,007 | \$10,612,430 | \$18,183,634 |
| RENOVATIONS, MAINTENANCE AND EQUIPMENT | \$16,068,421 | \$15,227,541 | \$16,113,197 | \$10,834,457 | \$17,011,289 |
| TECHNOLOGY | | | | | |
| TOTAL | \$17,226,701 | \$17,515,350 | \$28,050,204 | \$21,446,887 | \$35,194,923 |

ASSIGNABLE SQUARE FEET (000)

| | MAIN CAMPUS | OFF-CAMPUS | TOTAL |
|-------------|-------------|------------|---------|
| CLASSROOM | 101,492 | 0 | 101,492 |
| LABORATORY | 71,396 | 0 | 71,396 |
| OFFICE | 195,934 | 0 | 195,934 |
| STUDY | 5,235 | 0 | 5,235 |
| SPECIAL | 168,063 | 0 | 168,063 |
| GENERAL | 384,628 | 0 | 384,628 |
| SUPPORT | 32,129 | 0 | 32,129 |
| RESIDENTIAL | 614,570 | 0 | 614,570 |
| OTHER | 10,444 | 0 | 10,444 |

MAJOR NEW BUILDINGS, PAST 10 YEARS

| BUILDING NAME | PURPOSE(S) | ASSIGNABLE SQUARE FEET | COST | YEAR |
|--------------------------------|-----------------------|------------------------|--------------|-----------|
| DAYCARE FACILITY | New daycare facility | 4,550.00 | \$3,908,000 | 2022 |
| PUBLIC AFFAIRS CENTER ADDITION | New academic building | 15,322.00 | \$18,857,600 | 2021–2024 |
| ART GALLERY | New art gallery | 1,300.00 | \$1,040,000 | 2021–2024 |
| FILM STUDIES PHASE III | New academic building | 7,363.00 | \$15,540,239 | 2016–2017 |
| 100 LAWN AVE – MYSTICAL 7 | New society space | 717 | \$510,000 | 2017 |

NEW BUILDINGS, PLANNED FOR NEXT 5 YEARS

| BUILDING NAME | PURPOSE(S) | ASSIGNABLE SQUARE FEET | COST | YEAR |
|----------------------|-----------------------|------------------------|---------------|-----------|
| NEW SCIENCE BUILDING | New academic building | 93,210.00 | \$225,000,000 | 2022–2025 |

MAJOR RENOVATIONS, PAST 10 YEARS

THE LIST BELOW INCLUDES RENOVATIONS COSTING \$250,000.00 or more

| BUILDING NAME | PURPOSE(S) | ASSIGNABLE SQUARE FEET | COST | YEAR |
|----------------------------|--|------------------------|--------------|-------------|
| PAC BUILDING | Renovated academic building | 24,781.00 | \$30,500,000 | 2021–2024 |
| INFRASTRUCTURE | Underground Steam System Repairs and Conversion to Hot Water | n/a | \$10,155,893 | (2013–2021) |
| VARIOUS | Comprehensive Energy Efficiency Projects | n/a | \$18,147,033 | (2012–2021) |
| HALL–ATWATER/SHANKLIN/JUDD | Science Lab Renovations & Building System Improvements | Various | \$15,165,229 | (2012–2021) |
| INFRASTRUCTURE | Microgrid Upgrades, Cogeneration & Solar PV | n/a | \$10,855,972 | 2012–2020 |
| OLIN LIBRARY | Roof & Envelope Repairs | n/a | \$3,600,231 | 2018–2020 |

| BUILDING NAME | PURPOSE(S) | ASSIGNABLE SQUARE FEET | COST | YEAR |
|------------------------------|---|------------------------|--------------|-------------|
| NEW SCIENCE BUILDING | Design and Enabling for New Science Building | n/a | \$7,409,439 | (2019–2021) |
| INFRASTRUCTURE | Central chiller plant upgrade | n/a | \$3,084,573 | 2016–2021 |
| ATHLETICS | Athletic fields, tracks, courts and bleacher improvements | n/a | \$6,596,216 | 2012–2021 |
| VARIOUS | Residential structural framing assessments and repairs | Various | \$2,301,793 | 2018–2021 |
| INFRASTRUCTURE | Campus pathways, landscaping and patio improvements | n/a | \$4,518,497 | (2012–2021) |
| VARIOUS | Campuswide fire safety upgrades—sprinklers, alarms, CO, etc. | n/a | \$1,922,874 | 2013–2021 |
| BUTTERFIELD COMPLEX | Backfill with 92 additional beds | Various | \$6,600,207 | 2012–2013 |
| FSK HALL | Renovate Fisk Hall floors 1 & 2 | 7,763.00 | \$21,939,587 | 2015–2017 |
| VARIOUS | ADA improvements campuswide | n/a | \$1,442,906 | (2012–2021) |
| LONG LANE PROPERTY | Long Lane Ash Remediation | n/a | \$13,631,882 | (2012–2021) |
| BOGER HALL | Renovate Boger Hall | 12,241.00 | \$5,046,048 | 2010–2012 |
| OLIN LIBRARY | Renovate Olin Microforms Room for Davison Art Collection | 1,768.00 | \$2,927,267 | 2018 |
| 413 MAIN STREET | Relocate and Fitout Wesleyan RJ Julia Bookstore | 9,053.00 | \$2,247,295 | 2016 |
| FREEMAN ATHLETIC CENTER | Natatorium Maintenance and Renovation | n/a | \$2,219,774 | 2021 |
| SHAPIRO WRITING CENTER | Renovate 116 Mt. Vernon for Shapiro Writing Center | 2,745.00 | \$2,185,350 | 2016 |
| CROSS ST. DANCE STUDIO | Renovate 160 Cross St. for Dance Studios | 2,885.00 | \$1,619,000 | 2013 |
| FREEMAN ATHLETIC CENTER | Replace Bacon Fieldhouse Roof—Insurance Claim | n/a | \$994,785 | 2017 |
| 291 MAIN STREET | Fitout 291 Main for Finance & Admin | 6,942.00 | \$885,207 | 2019 |
| FREEMAN ATHLETIC CENTER | Hockey Rink Roof Replacement | n/a | \$664,757 | 2021 |
| MALCOLM X HOUSE | Renovate the Malcolm X House | n/a | \$701,320 | 2016 |
| DAVISON ART CENTER | Davison Art Center Digital Design Studio | 1,639.00 | \$692,384 | 2015 |
| FREEMAN ATHLETIC CENTER | Bacon Fieldhouse Floor Resurfacing | 58,453.00 | \$585,516 | 2015 |
| CFA – B CROWELL CONCERT HALL | Add humidity controls to Crowell Concert Hall | n/a | \$564,940 | 2020 |
| VARIOUS | Abate and replace flooring in multiple residence halls | n/a | \$498,725 | 2016 |
| CFA – A | Replace HVAC System in Rehearsal Hall | n/a | \$458,683 | 2013 |
| EXLEY SCIENCE CENTER | Replace Exley Science Center passenger elevator controls | n/a | \$457,414 | 2019 |
| EXLEY SCIENCE CENTER | Construct Pi Café in Lobby of Exley Science Center | 1,188.00 | \$430,098 | 2015 |
| FREEMAN ATHLETIC CENTER | Renovate Concessions Area of Athletic Center | 500 | \$428,566 | 2020 |
| OLIN LIBRARY | Relocate Art Library Books and Staff to Olin Library | n/a | \$413,860 | 2014 |
| ADMISSIONS | Renovate & Expand Admission Lobby | 569 | \$399,665 | 2018 |
| LOW RISE | Bathroom Renovations at Low Rise Apartments | n/a | \$394,244 | 2016 |
| EXLEY SCIENCE CENTER | Replace Emergency Generator at Exley Science Center | n/a | \$385,244 | 2020 |
| EXLEY SCIENCE CENTER | Replace Freight Elevator at Exley Science Center | n/a | \$360,542 | 2021 |
| 126 PEARL ST. | Renovate 126 Pearl for Graduate Apartments | 6,532.00 | \$324,873 | 2014 |
| HIGH RISE | Replace High Rise Apartments Elevator | n/a | \$317,787 | 2019 |
| 259 WILLIAMS ST. | Renovate 259 William Street | 2,185.00 | \$311,205 | 2018 |
| 45 LAWN AVE | Renovate 45 Lawn | 2,147.00 | \$303,973 | 2018 |
| BUTTERFIELD COMPLEX | Window Repairs at Butterfield Complex | n/a | \$299,999 | 2013 |
| USDAN UNIVERSITY CENTER | Reconfigure band rehearsal rooms in Usdan University Center | n/a | \$284,261 | 2015 |
| JUDD HALL | Exterior Brownstone Repairs at Judd Hall | n/a | \$279,825 | 2020 |
| HIGH RISE | High Rise Apartments Window Repairs | n/a | \$278,806 | 2019 |
| FREEMAN ATHLETIC CENTER | Exterior Repairs to Natatorium and Hockey Rink | n/a | \$271,067 | 2018 |
| EXLEY SCIENCE CENTER | Convert Exley Science Center lobby to informal learning space | 1,540.00 | \$268,712 | 2015 |
| 200 CHURCH STREET | Replace Windows at 200 Church St. | n/a | \$264,919 | 2013 |
| FOSS 8 | Create a DIY/Makerspace at Foss 8 | 623 | \$259,843 | 2016 |
| CENTER FOR HUMANITIES | Renovate Center for Humanities | n/a | \$257,750 | 2013 |
| 255 WILLIAMS ST | Renovate 255 Williams St | 2,419.00 | \$254,628 | 2018 |

RENOVATIONS PLANNED FOR NEXT 5 YEARS (ADD ROWS AS NEEDED)

THE LIST BELOW INCLUDES RENOVATIONS COSTING \$250,000.00 or more

| BUILDING NAME | PURPOSE(S) | ASSIGNABLE SQUARE FEET | COST | YEAR |
|------------------------|-----------------------------|------------------------|--------------|-----------|
| SHANKLIN RENOVATION | Renovated academic building | 15,000.00 | \$30,000,000 | 2026–2027 |
| DIGITAL DESIGN COMMONS | Renovated academic building | 3,500.00 | \$2,000,000 | 2022–2023 |

STANDARD SEVEN: INSTITUTIONAL RESOURCES

HUMAN RESOURCES

Description

The Office of Human Resources supports the mission of the University by providing services and programs that attract, develop, and help to retain a highly qualified and diverse workforce. Employment information is located in [staff](#) and [faculty](#) handbooks and the [HR website](#). All new employees receive an offer confirmation letter that clarifies their terms of employment. As of fall 2021, Wesleyan employed 983.7 FTE staff and faculty (567.3 non-instructional staff; 416.3 instructional staff).

Appraisal

To promote diversity in applicant pools, HR staff work with hiring managers to develop job descriptions that are inclusive (reviewed by OEI) and focused on essential functions and qualifications. Metrics on diversity in applicant pools, including availability data from the University's affirmative action plan, inform searches; and we are hiring a recruitment specialist who will focus primarily on recruiting diversity into applicant pools and implementing strategies to increase outreach to diverse applicant populations. Search teams are intentionally diverse (race, gender, age), and members undergo training in implicit bias. Together with University leaders, HR staff meet with members of the Administrators and Faculty of Color Alliance (broad membership of staff and faculty of color and allies) to review annual employee demographics and trends related to hiring and turnover of employees of color.

Our hiring freeze in 2020-21 led to longer periods for staff vacancies. HR worked with supervisors and cabinet members to prioritize the refilling of vacancies in FY22—ensuring that key positions were posted early in the fiscal year. On average, posted staff positions are filled within 3 months. We will be assessing our relative staffing levels when the next COFHE administrative staff survey comes out.

HR policies and processes are reviewed on a regular basis, and information about them is readily available on the HR and [General Counsel](#) websites. In 2020, updates were made to the Minors on Campus policy, staff handbook, and the Dependent Tuition policy. The results of a 2021 benefits survey of faculty and staff were used to develop a multi-year plan for benefits priorities. To better understand the reasons for turnover at Wesleyan, exiting employees are invited to complete an in-person interview and electronic survey. Staff participate in annual performance reviews through use of an online form and in-person interviews with supervisors. For FY21, 97% of eligible staff completed the review process, with 72% rated as top performers (exceptional or exceeds expectations). Supervisors receive training on the review process and on effective strategies for performance management. Cabinet members identify retention strategies for key staff in their respective areas. With respect to professional development, our "Success at WES" program provides learning opportunities for staff in the areas of communication, technology, team development, diversity and inclusion, wellness, supervisory skill building and staff retention. This program was rolled out in 2019, and to date, approximately 40% of staff have participated. In 2021 and 2022, HR developed a formal salary structure for staff positions and completed a comprehensive review of current staff salaries to market benchmarks. This information was shared with senior leadership in late 2021. Work is currently underway to review salaries in relationship to the most recent market data, available in late Spring 2022. Adjustments related to market and compression will be identified and addressed in Fall of 2022. HR conducted Success at WES sessions in the Spring 2022 about staff compensation with the goal to provide greater transparency into how salaries are determined and how market data is used to inform staff salaries. The University participates in several compensation and benefits surveys, (CUPA, Educomp, Oberlin, Sullivan Cotter, CLAC) and uses these data in its salary reviews. Faculty compensation data are discussed in Standard 6.

FINANCIAL RESOURCES

Description

Wesleyan's recent strategic plans have prioritized the goal of operating on a sustainable economic footing, and since the last self-study in 2012, that footing has improved significantly. See "Area of Special Emphasis: Financial Resources" after "Appraisal" below.

With respect to financial planning, the Executive Budget Committee (consisting of the President, Provost and Chief Administrative Officer and Treasurer) is advised by other members of Cabinet and by the Budget Priorities Committee, which is comprised of faculty, staff, and students. The University's long-range projection (its ten-year financial forecast), which serves as both a short-term and long-term planning tool, is reviewed at each Board meeting with the Board's Finance Committee. At the November meeting, the Finance team presents to this Committee a preliminary view of tuition and fees and follows it up with a recommendation in February. A balanced budget is presented annually in May.

Other [Board committees](#) directly concerned with the University's financial resources are the Audit Committee, which oversees the University's risk management policies and profile, and the Investment Committee responsible for developing, implementing and reporting on specific investment policies and strategies, including those related to asset allocation.

Appraisal

The Financial Planning team models various changes to planning assumptions (both positive and negative) to estimate financial impacts to the University over a long-time horizon. During the pandemic, for example, the team generated various models to project impacts given potential inability to welcome students to campus, various enrollment shortfalls, etc.

The pandemic reaffirmed the importance of risk management. The Finance and Administration team maintains an enterprise risk management (ERM) matrix which is regularly updated by Cabinet members. This matrix details the top risks in each division, mitigation strategies, and timelines. The Board's Audit Committee focuses on risk management annually at its November meeting.

With respect to operations, financial systems are stable and largely meet current needs. During 2020, the University began to evaluate modern cloud-based ERP platforms and engaged a consulting firm in 2021 to assist in evaluating platforms and Wesleyan's readiness for an ERP implementation.

Wesleyan's [financial statements](#) are audited annually by the accounting firm KPMG, which looks at the University's compliance with federal grants as well as its GAAP (Generally Accepted Accounting Principles)-basis financial statements. Since 2019, Wesleyan has engaged CohnReznick to provide internal audit services. Following a risk-based approach, CohnReznick has completed its work regarding payroll, accounts payable, general IT controls, and workers' compensation; it is due to complete audits in FY22 with respect to disaster recovery and IT backup and construction monitoring. Both external accounting firms meet regularly with the Board's Audit Committee.

Financial results and budget variances are monitored regularly, and during the pandemic, the Controller's Office and Financial Planning teams compiled a set of GAAP-basis financial statements as of December 31, 2020, along with a reforecasting of operating results for the year. The Controller's Office prepares financial statements annually that are audited by KPMG, which has not found significant deficiencies in our internal controls.

AREA OF SPECIAL EMPHASIS: FINANCIAL GOALS

In its 2017 response to Wesleyan's interim report, the Commission requested the Fall 2022 self-study give emphasis to the institution's effort to achieve its financial goals. We are pleased to report that since 2017

Wesleyan has maintained positive operating results in each period, had strong fundraising results, experienced remarkable growth in its endowment, fortified the statement of financial position, and explored a number of strategic initiatives with significant financial ramifications.

The Office of Advancement plays a key role in the financial success of the University; nearly 30% of the 2021 operating revenues, for instance, were generated through the Wesleyan Fund, endowment spending, or from grants. Our most recent fundraising campaign, [This Is Why](#), was an historic effort for us—raising \$482M (surpassing a \$400M goal) despite starting during the Great Financial Crisis of the 2007 era. Largely an endowment campaign to build economic sustainability, This Is Why and strong endowment returns helped double the University’s endowment from \$500M to \$1B, which since then has experienced further growth. As of June 30, 2021, the Total Investment Pool stood at \$1.67B.

Beginning in 2010, Wesleyan rebuilt its investment office, hiring a new team that adopted best practices in governance, asset allocation, manager selection, risk management and back-office administration. Under the new team, Wesleyan has seen its endowment more than triple since 2010, creating much stronger financial footing for the University.

The endowment is managed by the Wesleyan Investment Office (WIO), which seeks a long-term maximum return with appropriate consideration to controlling risk and providing for the University’s cash needs. In particular, the WIO strives for a nominal investment return that, at a minimum, equals the sum of inflation (as calculated by HEPI, the Higher Education Price Index) and the percentage withdrawn to support the University’s expenses. Wesleyan’s annual endowment spending is based on the Tobin Rule: 70% of the annual payout is based on the prior year’s spending payout plus inflation and 30% based on 4.5% of the endowment market value. The implementation of this new spending rule in 2013 has kept the effective spending rate below 5%, enabling higher contributions to the annual budget each year while maintaining the purchasing power of the endowment.

The remarkable growth of the endowment (endowment per student has almost doubled since 2017) means that the budget support it provides (\$29,499M in 2012) has increased to \$45,625M. Wesleyan’s Aa3/AA long-term credit ratings with Moody’s Investors Service (Moody’s) and Standard & Poors (S&P) were reaffirmed during the summer of 2021.

The June 2021 credit opinion from Moody’s referred to Wesleyan’s “consistently strong operating performance” and “an ingrained culture of conservative budgeting and disciplined expense control.” Wesleyan has continued to be very deliberate in how programs are analyzed and funded. Requests for funding that would add to the operating budget are submitted by cabinet members as “New Money Requests.” These requests are evaluated by Cabinet, the Budget Priorities Committee, and ultimately the Executive Budget Committee. This process—in which projects are funded on a three-year pilot basis and, if deemed successful, added into the operating budget—provides for strategic deployment of resources to advance the University’s priorities. The process also provides for input from representatives from across the University’s community. We quadrupled the annual investment in “New Money” from \$250K to \$1M for 2021-22 and plan to make it \$500K after that.

Budget surpluses that are generated are added to our Strategic Initiatives Fund, used for capital improvements and other strategic priorities. Expenditures from this Fund are reviewed each Fall by the Board’s Audit Committee.

The 2017 interim report to the Commission was written at the conclusion of This Is Why; in 2018, the next campaign was already being prepared. Wesleyan retained CCS Fundraising to conduct a campaign feasibility study and an assessment of the University’s fundraising and alumni and parent relations operations. The conclusion of this study was that Wesleyan undertook a \$600M comprehensive campaign over

ten years. In fiscal years 2017–2021, Wesleyan has recognized over \$224M in contribution revenue (on a GAAP basis) and has entered the leadership phase of the next comprehensive campaign.

In 2016, Wesleyan issued a \$250 million century bond, primarily to refinance the majority of its then-outstanding debt. Under the terms of the new issue, Wesleyan will pay interest only until 2116, when the full principal is due. To ensure its ability to pay out principal, the University set aside funds to be invested until the bond matures: assuming a 5% compounding return, these funds will grow to satisfy the full amount due in 2116. The University regularly tracks the progress of this “Century Fund” and reports results to the Finance Committee at each meeting.

In 2020 and 2021, the University took advantage of historically low interest rates to borrow additional funds to be used towards three strategic priority building projects—Film Phase III, the renovation of the Public Affairs Center, and the construction of a new science building. In all of the debt issuance work, a Bond Working Group (comprised of trustees and experts) evaluated the opportunities and risks associated with each transaction.

In 2017, the University issued an update to its strategic plan, [Beyond 2020: Strategies for Wesleyan](#), which re-emphasized access. In FY 2018, the University added \$2M to the financial aid budget to adjust for a federal methodology change (prior, prior year) and an additional \$2M (phased in) to increase the financial aid budget to improve financial aid packages—increasing the discount rate for each incoming class, giving additional grants for health insurance, and providing start-up costs. During the COVID-19 pandemic, Wesleyan added \$4.2M to the financial aid budget to assist students and families. (This included waiving the summer earnings expectation for all students and adding an additional \$500K in budget per class.) Starting with the class of 2025, the University has doubled the threshold for families to qualify for financial aid packages: “no loan” moved from \$60,000 family income to \$120,000.

Looking back over time at Wesleyan’s GAAP financials, we see a steady growth in operating revenues mirroring the growth in operating expenses. Through 2019 (prior to the COVID-19 pandemic), the University’s operating revenues and other support grew at a compound annual growth rate (CAGR) of 3.1% while operating expenses compounded at 3.0% for the same period. During FY 2020, however, the University provided approximately \$11M in room and board refunds resulting in a decline in net student charges; and the following year we had a high number of students elect to defer enrollment or take a leave of absence, resulting in under-enrollment.

Annually, the Finance Office prepares a series of key performance indicators (similar metrics to those tracked by credit rating agencies, peer rankings, human resource metrics, and metrics for energy use and progress towards carbon neutrality) and reports on them to the Finance Committee. The financial KPIs indicate the University has maintained and built financial capacity.

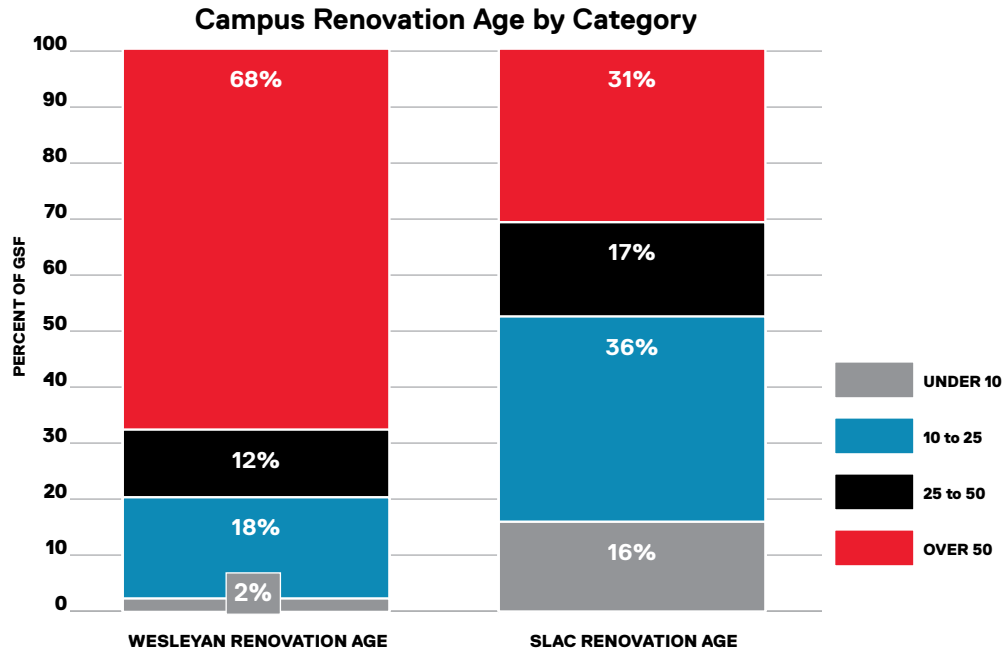
Identification of opportunities for new sources of revenue has happened primarily through working groups of the Board and Cabinet. In recent years, the institution has evaluated and rejected several potentially revenue enhancing opportunities, with financial analysis and administrative bandwidth being key considerations. In FY 2021, a new Chief of Staff also took on the position of Director of Strategic Initiatives charged with spearheading the investigation of opportunities going forward.

The CPE has been funded by a combination of Wesleyan in-kind contributions, foundation grants, individual donations, and federal funding through the Second Chance Pell program. Over the next two years, CPE staff will be focused on broadening fundraising efforts with support from Wesleyan’s Advancement Office. This financial model of relying on internal and external support has been successful to date and we are confident in its feasibility for the future. The existing public-private partnerships with MxCC and the Department of Corrections, and the introduction of teaching resources from other local colleges bode well for continued external interest in and support for CPE.

PHYSICAL RESOURCES

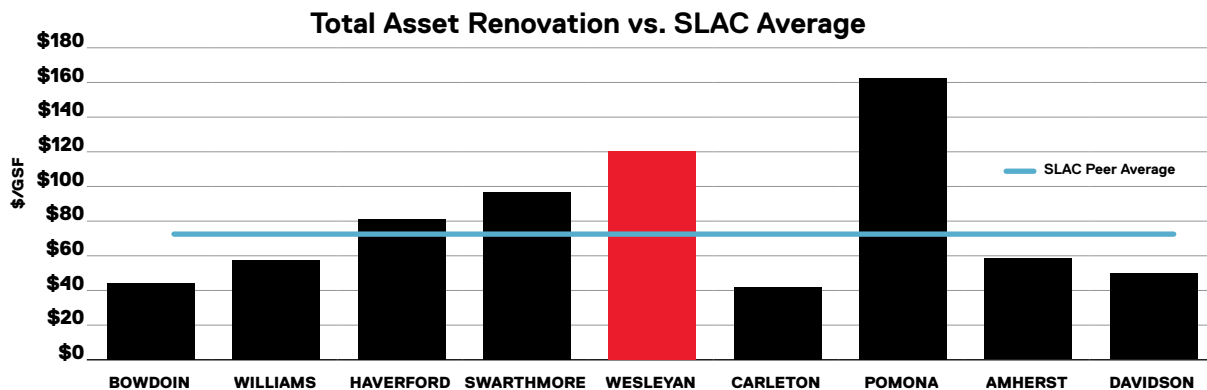
Description

Wesleyan University is situated on 316 acres in Middletown, Connecticut. In 2021, Wesleyan’s over 300 buildings totaled 2.79 million gross square feet and were valued at approximately \$1.24 billion. Approximately 38% of the space is assigned for residential use, 45% for academic and administrative uses, 9% for athletics, 5% for student life, and 4% for support services. Wesleyan’s academic portfolio includes 200 classrooms comprising approximately 100,000 square feet of space and 80,000 square feet of laboratories for teaching and research. The “renovation age” of Wesleyan buildings is relatively old compared to SLAC peers but is improving as renovation of some of our oldest buildings continues.



The [Facilities Department](#) is responsible for maintaining the [physical plant](#) and for overseeing [environmental health and safety](#), [sustainable operations](#), and [construction services](#).

With respect to capital budget and planning, Wesleyan maintains an inventory of [major maintenance](#) needs and reviews the list annually to prioritize the work for the following year. Over the last 4 years the university has increased major maintenance funding by a total of \$1M annually to arrive at a current major maintenance annual budget of \$9.4M. While Wesleyan’s investment in major maintenance is on par with peers, the deferred maintenance backlog per gross square footage is greater than the peer average.



Capital projects are authorized in a 3-step process for conceptual design/planning, design, and construction. Projects greater than \$1M require a vote of the trustees, and a progress report is submitted at each Board meeting.

The [Facilities Planning Committee](#) is responsible for planning and approval for capital projects, space assignments, ADA projects, major maintenance, and a review of real estate proposals for acquisition and disposition. In 2021 the University purchased and installed FM Systems to manage and optimize space utilization for almost 3 million square feet on campus. The system is being used to manage occupancy in rental properties and plans are to expand its use to manage undergraduate housing.

Appraisal

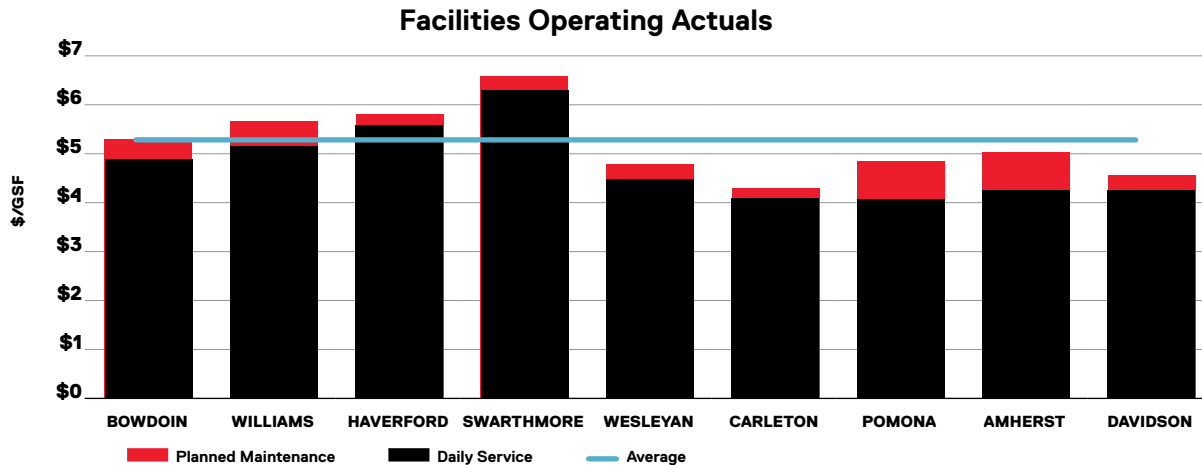
In December 2014, Wesleyan hired the team of Sasaki Associates and Eastley+Partners to develop a [framework to guide campus development](#) over the next 10–15 years. Working with a committee of students, staff, and faculty from across the campus, this seven-month planning process yielded five [planning principles](#) to guide campus development: Synergy of Residential and Academic Experience, Expand the Network of Informal Learning Spaces, Provide a Spectrum of Formal Learning Spaces, Promote Transparency of Indoor/Outdoor Spaces, and Increase Local and Global Engagement opportunities. The Facilities Construction Services web page highlights completed [projects](#); other projects exemplifying use of the planning principles can be found in the workroom [here](#). A notable project in 2019 was the construction of a new 20-seat maker space/classroom to support the Innovative Design and Engineering and Applied Science program.

In 2017, Wesleyan conducted a classroom utilization study with Sightlines in preparation for a three-year renovation of our largest classroom building, the Public Affairs Center (PAC). The study demonstrated that 25 existing, underutilized classrooms across various academic buildings could be improved and absorb the loss of PAC classrooms. In 2019 a survey conducted by Institutional Research with faculty ([see Workroom](#)) yielded feedback that helped with the ranking of major maintenance projects and led to physical changes in a number of classrooms, from additional chalkboards in Allbritton 304 to more appropriate furniture for Boger 110 and new window shades for Boger 113. And a recent COVID survey yielded faculty views on classroom tech issues related to hybrid teaching ([see Workroom](#)).

A form in the electronic employee portal allows faculty to submit classroom requests that will enhance their teaching facilities—including technology, furnishings, finishes, electrical, lighting, and shades. Those requests are reviewed quarterly by the classroom committee. There are a number of processes such as this through which the Facilities team monitors and assesses performance. To name another: a plan developed by a committee of facilities and residential life staff to align the student housing portfolio with enrollment targets. Buildings with excessive gross square footage per bed are evaluated and renovated each summer to optimize the occupancy—allowing for the divestment of beds in less desirable locations or in poor condition, primarily wood-frame houses. Residential housing is discussed in Standard 5: Students.

Utility services including energy, water, and sewer bills are monitored monthly for each of over 300 University properties using a third-party company, Pear.ai. This software also facilitates the electronic payment processing of 1,000 monthly invoices directly to each agency (previously a full-time job). A computerized maintenance management system now called Brightly is utilized to track work requests and time spent on maintenance. Data is analyzed monthly to monitor the performance of the team and to identify chronic maintenance issues. Janitorial and grounds services are measured annually. Facilities performance is benchmarked annually by [Sightlines](#) against peer schools, and current data suggests that Wesleyan is performing well against peers with lower costs and fewer maintenance staff for our campus size ([see Workroom](#)).

Wesleyan operates with a \$1.25M less annually in total operating actuals compared to SLAC peer average



A number of projects are in the works utilizing the 2014 Campus master plan and the sustainable action plan. Hard to miss on campus is the renovation underway of the [Public Affairs Center](#) and construction of a new classroom addition and art gallery. The \$56M project, scheduled to be completed in spring of 2024, is funded by gifts and debt. This LEED Gold 76,800-gross-square-foot project will provide right-sized teaching and informal learning spaces in the center of campus and house Government, Economics, Sociology, History, and the College of Social Studies.

A new 220,000-gross-square-foot Science building is being planned to replace the Hall Atwater laboratory building. The \$255 million project includes renovations to the Shanklin Laboratory building as well as construction of a new day care center (as the current center is being displaced). Construction will begin in late 2022 and be completed in 2027. The new LEED Gold building will house the departments of Chemistry, Biology, and Molecular Biology & Biochemistry. The adjacent historic Shanklin Hall will be renovated to include several large classrooms and spaces for the College of the Environment and College of Integrative Sciences. In recent years, all completed projects have resulted in improved accessibility, which is also central to the design of the new science facilities.

Wesleyan’s utility infrastructure—including its Central Power Plant (CPP), Vine Street Electrical Substation, and the systems that distribute utilities from these facilities—is in fair to very good condition; and plans are in place to improve its efficiency and reach. Infrastructure maintenance and expansion are supported directly by major maintenance and coincident funding of capital when appropriate. This approach has allowed us to take advantage of incentives and grants that have become available through the state-wide deregulation of utilities. Highlights of energy use improvements can be found in the workroom [here](#).

Sustainability is a campus-wide concern at Wesleyan, with work efforts concentrated in three main areas: carbon, curriculum, and community. Wesleyan’s [Sustainability Office](#) leads these efforts in conjunction with departments, groups, and individuals across campus. The [Sustainability Advisory Group for Environmental Stewardship \(SAGES\)](#) brings together students, faculty, and staff to collaborate on sustainability plans. The current [Sustainability Action Plan](#) describes goals, strategies, and action steps to reduce Wesleyan’s carbon footprint as well as integrate broader sustainability measures into academics and the fabric of campus life. A new planning process is in development to set aggressive targets to move Wesleyan closer to carbon neutrality, address broader environmental impacts, weave sustainability and environmental justice into the curriculum, and integrate sustainability into the individual and collective practices of the Wesleyan community. A triennial [Sustainability Tracking, Assessment, and Rating System \(STARS\) evaluation](#) records progress: the University earned silver ratings in 2013, 2016, and 2019.

In 2007, President Roth signed the [Second Nature Carbon Commitment](#) with a goal of carbon neutrality by 2050, and since then, Wesleyan has reduced its total carbon emissions by 36%. With the recent approval of the new sustainability action plan, the 2050 target has been advanced to 2035. In Summer 2020, Facilities began to implement a plan to eventually have all campus buildings (heating, cooling, and electricity) powered entirely by renewable energy. Currently, Wesleyan has nearly 1 MW of solar photovoltaic panels installed on campus and purchases 100% of its electricity from renewable sources. Energy efficiency and conservation remain a cornerstone of Wesleyan's progress toward carbon neutrality. Since 2005, through an annual comprehensive energy program, Wesleyan has invested nearly \$30 million in energy conservation projects (with \$7 million in grants and incentives) that should save \$2.5 million in annual energy costs.

By adopting a [Building Sustainability Policy](#) in 2017, Wesleyan has committed to aggressive building construction and renovation benchmarks aimed at reducing energy consumption and waste. Discussion of other issues bearing on sustainability can be found in the workroom [here](#).

THE LIBRARY

Description

Wesleyan University Library consists of two primary physical facilities, Olin Memorial Library and the Science Library, and an ever-expanding digital presence, accessed via [the library website](#) and associated platforms. Approximately 40 FTE are devoted in myriad ways to the provision and integration of information and knowledge in support of Wesleyan's mission and to the development and maintenance of spaces and services in support of teaching, learning, and research.

Appraisal

In many ways, the library is playing catch-up to national trends that have transformed many library operations at peer institutions over the last decade, especially the changing landscape of scholarly communications (including open access options), a digital first strategy for circulating collections, reserves, and interlibrary loan, and support for digital scholarship. The current library leadership team is nourishing an organizational culture that features a willingness to take risks, question assumptions, embrace ambiguity, and forge new and meaningful connections with the rest of campus to ensure the success of 21st-century Wesleyan scholars, teachers, and researchers.

Research librarians have maintained an exceptionally strong and popular Personal Research Session program (PRS) in which they meet with students to guide the development of their research agendas and practices. At the same time, we have seen a continual decline in course-level instruction requests, reference transactions, and overall circulation rates—all of which mirror national trends. However, we have also seen a marked increase in the use of our unique collections—Archaeology/Anthropology, College of East Asian Studies, Special Collections & Archives, World Music Archives, Davison Art Collection—cementing their reputation as key University assets. The curators are now working together to create a more robust and articulated set of services for faculty and students so that these unique collections can be better accessed for coursework and scholarship. For more on the limited assessment regarding the effectiveness of student library engagement, see the Student Learning/Mining section of Standard 8.

The library has continued expanding the reach and impact of a limited collections budget by becoming full members of the Boston Library Consortium, the Center for Research Libraries, Eastern Scholars Academic Trust, and Hathi Trust.

Inclusion of the Science Library in the planning and analysis for the new science complex has resulted in a blueprint for future physical renovation of the library, as well as more proactive collection management. At Olin, improvements are already underway, with a new book conservation lab and technology rich classroom joining the new Davison Art Center facilities.

During the global pandemic, the library pivoted almost overnight from a physical service with a small online component to a fully digital library with a small physical presence. Faculty and students, while lamenting the loss of direct physical access to collections, took to digital materials with great enthusiasm and show no signs of reversing course. The library will need to adjust staffing and budget allocations accordingly.

In the wake of the national reckoning with race, the library has identified [five operational and strategic foci](#) that will inform our efforts going forward so that we can better contribute to a more equitable and just campus and global community.

The library is on a positive, forward trajectory, and the current focus on operational excellence and financial prudence should prepare us well to iterate constantly, learn to work within (and adjust) capacity constraints, and advocate for greater support from the university. Challenges include:

- an overdependence on commercial platform vendors for usability and seamless access
- a scholarly communications landscape that favors vendors over scholars
- students less well prepared to engage critically with information and data
- lack of a common set of courses or experiences (due to open curriculum) in which to embed research and data skills
- our obligation to a legacy print collection and maintenance of historic spaces.

INFORMATION TECHNOLOGY RESOURCES

Description

The mission of Information Technology Services (ITS) is to develop and deliver world class computing and digital support to Wesleyan University students, faculty, and staff. Partnering with academic and administrative departments, ITS staff leverage technology to achieve [Objectives and Key Results](#) in service of the University's strategic plan, [Wesleyan 2020](#). A copy of the ITS Strategic Plan is [online here](#). Governance of ITS is provided by an Information Technology Committee and a Security Advisory Group. Both have broad representation from across the institution and are charged with helping ITS leadership prioritize and sequence major projects, and providing guidance on data governance, stewardship, and related security controls. The VP for IT is a liaison to the Finance and Audit Committees of the Board of Trustees to ensure that cybersecurity is part of the Enterprise Risk Management strategy.

ITS is comprised of five teams: Academic Technology, Enterprise Systems, Information Security, Technology Support Services, and User Services. In the past ten years, we have moved Web and Video Services from ITS to University Communications, and Mail Services and the Cardinal Technology Store to Auxiliary Services in Finance. A current Org Chart is [here](#).

The Academic Technology team is responsible for the design, installation, and support of all technology-equipped spaces on campus, with priority focus given to classrooms and computer labs shared across departments and divisions. They also support the Learning Management System, lecture capture, video recording, academic websites, virtualized software applications, and technology training programs for all the above. Robust collaborations with the libraries and the Center for Pedagogical Innovation, e.g., through the [Digital Scholarship Fellows program](#), provide support for innovative faculty and student technology projects.

The Enterprise Systems team works closely with nearly every administrative department and program, including Admission and Financial Aid, Finance, Human Resources, Advancement, and Academic Affairs. PeopleSoft, which we expect soon to replace, is the current Enterprise Resource and Planning (ERP) system of record; it is fed by numerous cloud-based and on-prem systems (e.g. Slate, PowerFacts, CourseLeaf) and in turn transmits data to other systems (e.g. Affinquest, Blackboard Analytics, BB-Connect). Best-of-breed solutions, integrated via Application Programming Interfaces, enable every aspect of the student experience on their journey from prospective applicant to successful alumni.

Information security, data protection, privacy, and business continuity have emerged as Enterprise Risk Management priorities in the past decade. Beginning in 2016, Wesleyan hired its first Chief Information Security Officer (CISO), a position shared with Trinity College until Fall 2021, when we transitioned the CISO to be a full-time role for Wesleyan. The CISO works closely with both the Enterprise Systems and Technical Services teams to enable secure access to critical business systems wherever Wesleyan faculty, staff, and students are working and/or studying.

The Technology Support Services (TSS) team manages both on-premises and cloud systems and [services](#) to provide faculty, staff, and students with the tools they need to succeed in the classroom, research lab, or administrative realm. All systems are accessible via cloud-hosted Single Sign On, and not reliant on the campus data center. TSS also maintains a High-Performance Computing Cluster (HPCC). Part of the [Scientific Computing and Informatics Center](#), the HPCC is shared by, and supports research computing needs for, faculty across the University, and is also used by students in courses and collaborative research with faculty advisors.

The User Services team provides traditional technology support to faculty, staff, and students, including procurement, deployment, support, and repair. Print services include the [Cardinal Print Shop](#) and “[print anywhere](#)” functionality where users can print from any computer and pick up their job from any networked printer on campus. The User Services and Academic Technology teams collaborate to train and supervise ~60 student workers who provide front line support for classrooms and [help desk](#) (in person and remote). A significant improvement in the provision of ITS services over the past ten years has been the adoption of IT Service Management using ServiceNow, which provides the framework for organizing the IT Service Catalog, powering our [website](#), knowledge base, and ticketing system.

Appraisal

The teams described above collaborate intensely with each other and with campus constituents, leveraging technology in three main areas: Enterprise Risk Management (ERM), Continuous Service Improvement, and Building Future Capabilities.

ERM: Enterprise Risk comes in many forms, with cybersecurity being perhaps the most obvious. University systems are relied upon 24x7x365 and accessed by all employees via Duo Multifactor Authentication. Robust cloud computing infrastructure reduces our dependence on the campus data center and personnel. Business continuity is also enhanced by retiring old technology (e.g., analog phone systems), while flexible communication tools (e.g., MS Teams, O365, Google Apps, and Zoom) enable the Wesleyan community to connect and collaborate around the globe.

Continuous Service Improvement: ITS provides Wesleyan with facilities, technologies, and expertise that energize our distinctive educational experience. In-person consultations, technology training classes, and communication of current projects via the monthly [CIO Newsletter](#) contribute to a responsive support environment that activates the potential of the Wesleyan community.

Building Future Capabilities: ITS is always looking forward, preparing now for the University’s needs five to ten years from now. This can mean retiring old systems (reducing support costs) while exploring new capabilities with cloud storage and Software as a Service (SaaS). (See ST 8, p. 88) As we plan for new facilities to support the academic enterprise, we are designing the technology infrastructure to support the next generation of Wesleyan students, faculty, and staff. As an example, when the COVID-19 global pandemic forced classes to go online for three semesters, Wesleyan was able to continue providing quality instruction using an enterprise-wide Zoom license, already in place prior to the need arising. Further investments in virtual application infrastructure enabled use of computer lab software by students from home, or in the dorms as the physical labs were closed for health and safety reasons.

PROJECTION

HUMAN RESOURCES

- HR will continue the salary analysis work to ensure that a minimum of 90% of staff jobs are benchmarked and are aligned with the market midpoints of the benchmark. Goals for recruitment and retention are to keep overall turnover below 15% and regret turnover below 10%.
- In fall 2022, a university climate survey will be conducted to further identify strengths and challenges of the employee experience, and the data will help us target areas related to retention. The staff performance review process has been revised to include more focus on retention and professional growth for the staff person. The new format will be used beginning Spring 2022.

FINANCIAL RESOURCES

- Credit challenges identified include high financial leverage, intense competition for top students and a moderate dependence on student charges with approximately two-thirds of total revenues coming from students and families. Given our strengths, we are confident that we will rise to these challenges. That will be easier, of course, if the next comprehensive fundraising campaign is successful. That campaign (working goal of \$600M) is expected to bring significant resources to advance capital projects, provide academic support, and enhance access.
- As indicated in the new strategic plan, the University will look to add an online component to non-traditional learners to expand the reach of the University and to also develop a new revenue stream.
- Other anticipated changes that bear on our financial condition include reducing the rate of increase on the stated student charges (dropping us out of the top ranking of our peer group); converging the two residential comprehensive fees into a single comprehensive fee; and continuing to add resources to financial aid to reduce the number of applicants impacted by our “need aware” admissions process.

PHYSICAL RESOURCES

- A new planning process is in development to set aggressive targets to move Wesleyan closer to carbon neutrality, address broader environmental impacts, weave sustainability and environmental justice into the curriculum, and integrate sustainability into the individual and collective practices of the Wesleyan community.

LIBRARY

- Rethink/refresh our public presence (including both our physical and virtual spaces)
- Determine a long-term storage strategy for general, unique, and digital collections
- Develop practical strategies for working with faculty on both proactive collection maintenance and resource renewal

- Review our long-standing liaison and personal research support programs with an eye towards sustainability and impact
- Harness the power of our institutional repository and other online platforms to promote what is unique about the Wesleyan experience by publishing and distributing the work of students, faculty, and alumni
- Measure (in partnership with Institutional Research) the impact of our choices and services on student outcomes
- Our library was last designed to reflect the learning styles and preferences of late-20th-century undergraduates; renewal is overdue. The recent analysis of the Science Library spaces, services, and collections has provided a useful roadmap for such renewal. With respect to Olin, in particular, that renewal will surely include a rethinking of our staff spaces, taking into account an increasingly diverse and flexible workforce and focus on digital materials.

INFORMATION RESOURCES

- Recognizing that our PeopleSoft environment (implemented in 2001) is nearing the end of its useful life, we are engaged in a comprehensive assessment of institutional needs and capacity in preparation for migrating to a modern ERP system beginning as soon as Summer, 2023.
- Major building projects being undertaken (e.g. Public Affairs Center renovation, new science building) will increase the number of technology-equipped spaces on campus and require an increase in funds allocated to technology replacements within the ITS budget. Further, during the pandemic we learned that all technology-enhanced teaching spaces must be re-designed to support remote learners, which will add to the cost of future renovations. New classrooms and teaching modalities will require more complex technical assistance for faculty and students than the traditional AV support of the past. The adoption of and reliance on technology grows steadily.

STANDARD 8: EDUCATIONAL EFFECTIVENESS

STD. 8.1: Undergraduate Retention and Graduation Rates

| STUDENT SUCCESS MEASURES/ PRIOR PERFORMANCE AND GOALS | | 3 YEARS PRIOR (FY 2018) | 2 YEARS PRIOR (FY2019) | 1 YEAR PRIOR (FY 2020) | CURRENT YEAR (FY 2021) | NEXT YEAR FORWARD (GOAL) (FY 2022) |
|--|---------|-------------------------------|------------------------------|------------------------------|------------------------------|---|
| IPEDS RETENTION DATA | | | | | | |
| | COHORT: | 2017 | 2018 | 2019 | 2020 | 2021 |
| ASSOCIATE DEGREE STUDENTS | | - | - | - | - | - |
| BACHELORS DEGREE STUDENTS | | 96% | 97% | 87% | 95% | 96% |
| IPEDS GRADUATION DATA (150% OF TIME) | | | | | | |
| | COHORT: | 2012 | 2013 | 2014 | 2015 | |
| ASSOCIATE DEGREE STUDENTS | | - | - | - | - | - |
| BACHELORS DEGREE STUDENTS | | 89% | 92% | 91% | 91% | 91% |
| IPEDS OUTCOMES MEASURES DATA | | | | | | |
| FIRST-TIME, FULL TIME STUDENTS | COHORT: | 2010-11 | 2011-12 | 2012-13 | 2013-14 | 2014-15 |
| AWARDED A DEGREE WITHIN SIX YEARS | | 91% | 90% | 89% | 92% | - |
| AWARDED A DEGREE WITHIN EIGHT YEARS | | 92% | 91% | 90% | 92% | - |
| NOT AWARDED WITHIN EIGHT YEARS BUT STILL ENROLLED | | 0% | 0% | 1% | 0% | - |
| FIRST-TIME, PART-TIME STUDENTS | | | | | | |
| AWARDED A DEGREE WITHIN SIX YEARS | | - | - | - | - | - |
| AWARDED A DEGREE WITHIN EIGHT YEARS | | - | - | - | - | - |
| NOT AWARDED WITHIN EIGHT YEARS BUT STILL ENROLLED | | - | - | - | - | - |
| NON-FIRST-TIME, FULL-TIME STUDENTS | | | | | | |
| AWARDED A DEGREE WITHIN SIX YEARS | | 95% | 90% | 85% | 97% | - |
| AWARDED A DEGREE WITHIN EIGHT YEARS | | 95% | 93% | 85% | 97% | - |
| NOT AWARDED WITHIN EIGHT YEARS BUT STILL ENROLLED | | 0% | 0% | 0% | 0% | - |
| NON-FIRST-TIME, PART-TIME STUDENTS | | | | | | |
| AWARDED A DEGREE WITHIN SIX YEARS | | - | - | - | - | - |
| AWARDED A DEGREE WITHIN EIGHT YEARS | | - | - | - | - | - |
| NOT AWARDED WITHIN EIGHT YEARS BUT STILL ENROLLED | | - | - | - | - | - |

OTHER UNDERGRADUATE RETENTION/PERSISTENCE RATES (ADD DEFINITIONS/METHODOLOGY IN #1 BELOW)

| | | | | | | |
|---|--|--|--|--|--|--|
| 1 | | | | | | |
| 2 | | | | | | |
| 4 | | | | | | |
| 5 | | | | | | |

OTHER UNDERGRADUATE GRADUATION RATES (ADD DEFINITIONS/METHODOLOGY IN # 2 BELOW)

| | COHORT: | 2012 | 2013 | 2014 | 2015 |
|---|------------------------------------|------|------|------|------|
| 1 | PELL | 89% | 93% | 89% | 93% |
| 2 | ASIAN | 88% | 96% | 96% | 90% |
| | BLACK OR AFRICAN AMERICAN | 85% | 96% | 86% | 91% |
| | HISPANIC OR LATINO | 97% | 83% | 92% | 90% |
| | NON-RESIDENT ALIEN (INTERNATIONAL) | 87% | 88% | 94% | 88% |
| | WHITE | 90% | 92% | 90% | 91% |
| | TWO OR MORE RACES | 84% | 91% | 85% | 94% |
| | UNKNOWN RACE/ETHNICITY | 87% | 95% | 93% | 100% |
| 3 | | | | | |
| 4 | | | | | |
| 5 | | | | | |

DEFINITION AND METHODOLOGY EXPLANATIONS

| | |
|---|--|
| 1 | |
| 2 | |

Note: complete this form for each distinct student body identified by the institution (See Standard 8.1)

STANDARD 8: EDUCATIONAL EFFECTIVENESS

STD. 8.2: Student Success and Progress Rates and Other Measures of Student Success

| CATEGORY OF STUDENT/OUTCOME MEASURE | BACHELOR COHORT ENTERING | | ASSOCIATE COHORT ENTERING | |
|---|--------------------------|-------------|---------------------------|-------------|
| | 6 YEARS AGO | 4 YEARS AGO | 6 YEARS AGO | 4 YEARS AGO |
| FIRST-TIME, FULL-TIME STUDENTS | COHORT: | | | |
| | 2015 | 2017 | | |
| DEGREE FROM ORIGINAL INSTITUTION | 91% | 81% | n/a | n/a |
| NOT GRADUATED, STILL ENROLLED AT ORIGINAL INSTITUTION | <1% | 10% | n/a | n/a |
| DEGREE FROM A DIFFERENT INSTITUTION | 4% | 2% | n/a | n/a |
| TRANSFERRED TO A DIFFERENT INSTITUTION | 2% | 3% | n/a | n/a |
| NOT GRADUATED, NEVER TRANSFERRED, NO LONGER ENROLLED | 3% | 4% | n/a | n/a |
| FIRST-TIME, PART-TIME STUDENTS | | | | |
| DEGREE FROM ORIGINAL INSTITUTION | n/a | n/a | n/a | n/a |
| NOT GRADUATED, STILL ENROLLED AT ORIGINAL INSTITUTION | n/a | n/a | n/a | n/a |
| DEGREE FROM A DIFFERENT INSTITUTION | n/a | n/a | n/a | n/a |
| TRANSFERRED TO A DIFFERENT INSTITUTION | n/a | n/a | n/a | n/a |
| NOT GRADUATED, NEVER TRANSFERRED, NO LONGER ENROLLED | n/a | n/a | n/a | n/a |
| NON-FIRST-TIME, FULL-TIME STUDENTS | | | | |
| DEGREE FROM ORIGINAL INSTITUTION | 96% | 90% | n/a | n/a |
| NOT GRADUATED, STILL ENROLLED AT ORIGINAL INSTITUTION | 0% | 4% | n/a | n/a |
| DEGREE FROM A DIFFERENT INSTITUTION | 2% | 2% | n/a | n/a |
| TRANSFERRED TO A DIFFERENT INSTITUTION | 2% | 0% | n/a | n/a |
| NOT GRADUATED, NEVER TRANSFERRED, NO LONGER ENROLLED | 0% | 4% | n/a | n/a |
| NON-FIRST-TIME, PART-TIME STUDENTS | | | | |
| DEGREE FROM ORIGINAL INSTITUTION | n/a | n/a | n/a | n/a |
| NOT GRADUATED, STILL ENROLLED AT ORIGINAL INSTITUTION | n/a | n/a | n/a | n/a |
| DEGREE FROM A DIFFERENT INSTITUTION | n/a | n/a | n/a | n/a |
| TRANSFERRED TO A DIFFERENT INSTITUTION | n/a | n/a | n/a | n/a |
| NOT GRADUATED, NEVER TRANSFERRED, NO LONGER ENROLLED | n/a | n/a | n/a | n/a |

MEASURES OF STUDENT ACHIEVEMENT AND SUCCESS/INSTITUTIONAL PERFORMANCE AND GOALS

| | 3 YEARS PRIOR | 2 YEARS PRIOR | 1 YEAR PRIOR | CURRENT YEAR | NEXT YEAR FORWARD (GOAL) |
|--|---|------------------------|------------------------|------------------------|--------------------------|
| | (FY 2019) CLASS OF '18 | (FY 2020) CLASS OF '19 | (FY 2021) CLASS OF '20 | (FY 2022) CLASS OF '21 | (FY 2022) CLASS OF '22 |
| Success of students pursuing higher degrees (add more rows as needed; add definitions/methodology in #1 below) | | | | | |
| 1 | Continuing education in First Destinations Survey | 15% | | 17% | not avail. |
| 2 | | | | | |
| 3 | | | | | |
| 4 | | | | | |
| Other measures of student success and achievement, including success of graduates in pursuing mission-related paths (e.g., Peace Corps, public service, global citizenship, leadership, spiritual formation) and success of graduates in fields for which they were not explicitly prepared (add more rows as needed; add definitions/methodology in #2 below) | | | | | |
| 1 | | | | | |
| 2 | | | | | |
| 3 | | | | | |
| 4 | | | | | |
| Definition and Methodology Explanations | | | | | |
| 1 | Source: Gordon Career Center's First Destinations Survey and Collection, conducted per NACE standard. | | | | |

STANDARD 8: EDUCATIONAL EFFECTIVENESS

STD. 8.3: Licensure Passage and Job Placement Rates and Completion and Placement Rates for Short-Term Vocational Training Programs

| | 3-YEARS PRIOR (FY 2) | 2 YEARS PRIOR (FY 2) | 1 YEAR PRIOR (FY 2) | MOST RECENT YEAR (FY 2) |
|--|-----------------------|-----------------------|----------------------|--------------------------|
|--|-----------------------|-----------------------|----------------------|--------------------------|

STATE LICENSURE EXAMINATION PASSAGE RATES

| | NAME OF EXAM | # WHO TOOK EXAM | # WHO PASSED | # WHO TOOK EXAM | # WHO PASSED | # WHO TOOK EXAM | # WHO PASSED | # WHO TOOK EXAM | # WHO PASSED |
|---|----------------|-----------------|--------------|-----------------|--------------|-----------------|--------------|-----------------|--------------|
| 1 | NOT APPLICABLE | | | | | | | | |
| 2 | | | | | | | | | |
| 3 | | | | | | | | | |
| 4 | | | | | | | | | |
| 5 | | | | | | | | | |

NATIONAL LICENSURE PASSAGE RATES

| | NAME OF EXAM | # WHO TOOK EXAM | # WHO PASSED | # WHO TOOK EXAM | # WHO PASSED | # WHO TOOK EXAM | # WHO PASSED | # WHO TOOK EXAM | # WHO PASSED |
|---|----------------|-----------------|--------------|-----------------|--------------|-----------------|--------------|-----------------|--------------|
| 1 | NOT APPLICABLE | | | | | | | | |
| 2 | | | | | | | | | |
| 3 | | | | | | | | | |
| 4 | | | | | | | | | |
| 5 | | | | | | | | | |

JOB PLACEMENT RATES

| | MAJOR / TIME PERIOD | # OF GRADS | # WITH JOBS | # OF GRADS | # WITH JOBS | # OF GRADS | # WITH JOBS | # OF GRADS | # WITH JOBS |
|---|---------------------|------------|-------------|------------|-------------|------------|-------------|------------|-------------|
| 1 | NOT APPLICABLE | | | | | | | | |
| 2 | | | | | | | | | |
| 3 | | | | | | | | | |
| 4 | | | | | | | | | |
| 5 | | | | | | | | | |

* Check this box if the program reported is subject to gainful employment requirements.

WEB LOCATION OF GAINFUL EMPLOYMENT REPORT (IF APPLICABLE)

COMPLETION AND PLACEMENT RATES FOR SHORT-TERM VOCATIONAL TRAINING PROGRAMS FOR WHICH STUDENTS ARE ELIGIBLE FOR FEDERAL FINANCIAL AID

| 3 YEARS PRIOR (FY 2) | 2 YEARS PRIOR (FY 2) | 1 YEAR PRIOR (FY 2) | CURRENT YEAR (FY 2) | NEXT YEAR FORWARD (GOAL) (FY 2) |
|-----------------------|-----------------------|----------------------|----------------------|----------------------------------|
|-----------------------|-----------------------|----------------------|----------------------|----------------------------------|

COMPLETION RATES

| | | | | | | | | | |
|---|----------------|--|--|--|--|--|--|--|--|
| 1 | NOT APPLICABLE | | | | | | | | |
| 2 | | | | | | | | | |
| 3 | | | | | | | | | |
| 4 | | | | | | | | | |
| 5 | | | | | | | | | |

PLACEMENT RATES

| | | | | | | | | | |
|---|----------------|--|--|--|--|--|--|--|--|
| 1 | NOT APPLICABLE | | | | | | | | |
| 2 | | | | | | | | | |
| 3 | | | | | | | | | |
| 4 | | | | | | | | | |
| 5 | | | | | | | | | |

Please enter any explanatory notes in the box below

NOT APPLICABLE

STANDARD 8: EDUCATIONAL EFFECTIVENESS

STD. 8.4: Graduate Programs, Distance Education, Off-Campus Locations

| STUDENT SUCCESS MEASURES/PRIOR PERFORMANCE AND GOALS | 3 YEARS PRIOR | 2 YEARS PRIOR | 1 YEAR PRIOR | CURRENT YEAR | NEXT YEAR FORWARD (GOAL) |
|--|-------------------------|---------------|--------------|--------------|--------------------------|
| | (FY 2017) | (FY 2018) | (FY 2019) | (FY 2020) | (FY 2021) |
| BA-MA MASTER'S PROGRAM | ADMIT YEAR: | 2015 | 2016 | 2017 | 2018 |
| RETENTION RATES FIRST-TO-SECOND YEAR | n/a | n/a | n/a | n/a | n/a |
| GRADUATION RATES @ 150% TIME | 88% | 86% | 100% | 96% | 94% |
| AVERAGE TIME TO DEGREE | 1 year | 1 year | 1 year | 1 year | |
| OTHER MEASURES, SPECIFY: | | | | | |
| MASTER'S PROGRAMS | ADMIT YEAR: | 2014 | 2015 | 2016 | 2017 |
| RETENTION RATES FIRST-TO-SECOND YEAR | | | | | |
| GRADUATION RATES @ 150% TIME | 73% | 77% | 85% | 100% | |
| AVERAGE TIME TO DEGREE | 2 years | 2 years | 2 years | 2 years | |
| OTHER MEASURES, SPECIFY: | | | | | |
| DOCTORAL PROGRAMS | ADMIT YEAR: | 2009 | 2010 | 2011 | 2012 |
| RETENTION RATES FIRST-TO-SECOND YEAR | | | | | |
| GRADUATION RATES @ 150% TIME | | 56% | 73% | 79% | |
| | COMPLETION YEAR: | 2017 | 2018 | 2019 | 2020 |
| AVERAGE TIME TO DEGREE | 7.1 | 6.3 | 7.1 | 6.9 | |
| OTHER MEASURES, SPECIFY: | | | | | |
| FIRST PROFESSIONAL PROGRAMS | | | | | |
| RETENTION RATES FIRST-TO-SECOND YEAR | | | | | |
| GRADUATION RATES @ 150% TIME | | | | | |
| AVERAGE TIME TO DEGREE | | | | | |
| OTHER MEASURES, SPECIFY: | | | | | |
| DISTANCE EDUCATION (ADD DEFINITIONS/METHODOLOGY IN #4 BELOW) | | | | | |
| COURSE COMPLETION RATES | | | | | |
| RETENTION RATES | | | | | |
| GRADUATION RATES | | | | | |
| OTHER MEASURES, SPECIFY: | | | | | |
| BRANCH CAMPUS AND INSTRUCTIONAL LOCATIONS (ADD DEFINITIONS/METHODOLOGY IN #5 BELOW) | | | | | |
| COURSE COMPLETION RATES | | | | | |
| RETENTION RATES | | | | | |
| GRADUATION RATES | | | | | |
| OTHER MEASURES, SPECIFY: | | | | | |

Definition and Methodology Explanations

| | |
|---|--|
| 1 | |
| 2 | |
| 3 | |
| 4 | |
| 5 | |

STANDARD EIGHT: EDUCATIONAL EFFECTIVENESS

OVERVIEW

Description

OFFICE OF INSTITUTIONAL RESEARCH

The Office of Institutional Research (OIR) supports analysis of educational effectiveness by conducting Wesleyan’s annual senior survey ([see Workroom](#)). OIR compares the responses of our students to those of students at peer institutions and reports on trends in satisfaction rates to the President’s Cabinet and Board of Trustees. OIR also conducts homegrown surveys addressing local issues, monitors retention and graduation rates, assists with projects focused on raising the persistence of student subpopulations, reports on grade distributions by major and division, and responds to other data requests as they arise. Within OIR, the Associate Director of Assessment (ADA) works with three to five academic units each year. Most often, this work entails conducting interviews or focus groups with students in a major or minor. Since 2016, she has done this for eleven units, including two units, Chemistry and CEAS, that were preparing self-studies for external reviews ([see Workroom](#)). A data wall between Academic Affairs and the ADA allows academic units to feel they can use this service to identify and address issues without fear of administrative reprisal. The ADA also works with other offices on campus doing assessment work, leads her own projects on topics relevant to general education, maintains [an assessment website](#), and runs an [assessment lab](#) that employs student researchers.

ACADEMIC UNITS

Unit chairs publish learning goals describing what they want their majors to learn. Chairs submit an annual report to Academic Affairs in June that summarizes their unit’s assessment activities in relation to those goals ([see Workroom](#)). Each fall, the ADA responds to these reports. Most units report using qualitative methods to assess their students’ experiences and outcomes. Two units—the College of Letters and the College of Social Studies—have their students complete comprehensive exams reviewed by external evaluators.

| MOST COMMON ASSESSMENT METHODS REPORTED BY ACADEMIC UNITS: AY20-21 | |
|--|----------------------|
| | # OF UNITS REPORTING |
| REVIEW OF STUDENT CAPSTONES | 13 |
| INTERVIEWING MAJORS | 7 |
| FORMAL OR INFORMAL FOCUS GROUPS WITH MAJORS | 5 |
| OUTREACH TO ALUMNI TO LEARN ABOUT OUTCOMES | 5 |
| MONITORING GRADE DISTRIBUTIONS | 5 |

We encourage academic units to view assessment as a way to collect systematic information to inform curricular, programmatic, and policy changes. Below are four examples:

- **Neuroscience & Behavior** compared the grades of two different sets of students who had taken the major’s gateway course: those who took both *Principles of Biology I* and *General Chemistry* in their first year and those who took *General Chemistry* sophomore year. Finding no significant difference in their grades, NS&B faculty are now more flexible in the advice they give first-year students about when to take these classes. As a result, the major is more accessible to students with different high school backgrounds.

- Interviews with **History** majors revealed that the major’s organizational structure around “modules” was confusing to students and did not result in curricular cohesion. This led the faculty to redesign the major requirement in a way that steers students to take a certain number of courses at each of the three course levels (100+, 200+, 300+...).
- In **Chemistry**, students in *Integrated Lab* earn a “Chemical Hygiene and Safety Badge” by completing challenges (e.g., conducting safety inspections in active labs). Survey results show badged majors as more confident in their knowledge about lab safety and more willing to take action if they witnessed safety violations—a finding that has led the faculty to introduce safety-related activities earlier in the curriculum.
- Focus groups of **College of East Asian Studies (CEAS)** majors revealed that CEAS’ study abroad requirement prohibited many students (STEM, winter athletes, Posse Scholars, FGLI students) from majoring. As a result, CEAS faculty changed their strategy, still encouraging majors to study abroad, but no longer requiring them to do so.

INSTITUTIONAL COMPETENCIES

Ten years ago, we expected our graduating students to have developed the “Ten Essential Capabilities.” But in our 2012 self-study, we observed that “most students and faculty do not view the *Essential Capabilities* as particularly useful for helping students achieve coherence in course choices or with regards to assessment of student performance.” In 2016, Academic Affairs translated the *Capabilities* into the simpler *MEME*, a set of four broad competencies: Mapping, Expression, Mining, and Engaging. *MEME* has become a flexible heuristic that can shape conversations about educational effectiveness (see below) and that different offices can adapt to suit their needs. For example, Residential Life [tweaked the MEME](#) to make it more accessible for the student staff supporting the residential curriculum (*see Std 5*) and the Gordon Career Center used the *MEME* to inform the design of *Ideals into Practice* (*described below*).

Appraisal

While some units have not engaged much with OIR, the hiring of an ADA in 2016 has resulted in a number of fruitful assessment collaborations. We find that meaningful assessment only occurs when faculty and staff have real questions about the student experience. The ADA focuses on helping motivated faculty ask and answer those questions. Our new external review protocol pushes units preparing self-studies to consider student-learning outcomes, so we expect to see more units doing assessment work going forward. Meanwhile, almost all academic units [now publish learning goals](#), 41 units at last count. We have streamlined the publishing process so goals appearing in the Catalog feed to each academic unit’s website (*see Std 9*), so that goals: (1) remain in stable locations as different faculty serve as unit chair; (2) are easy for students to find as they consider different majors; and (3) become more prominent in conversations between faculty and students. Finally, the new assessment website allows us to publicize our assessment work, something we had not done regularly before.

Academic Affairs’ articulation of MEME in 2016 paired each of the four competencies with a unit on campus that would be responsible for assessment: the IDEAS minor (Mapping), the Shapiro Writing Center (Expression), the Quantitative Analysis Center (Mining), and the Fries Center for Global Studies (Engaging). This was a strategic move to link institutional competencies with institutional structures. But the staff in these centers are busy, most lacking time to do extensive assessment work ([the QAC is one exception](#)). Also, to say that a specific center is “in charge” of assessing a competency is unclear. Is the Center assessing the outcomes of students who pass through it (by taking a class, etc.?) or assessing student outcomes more generally distributed? Practically speaking, assessment of general education has become the

responsibility of the ADA, not these centers. This is not necessarily a problem, but it does reveal slippage between the *MEME* and the institutional structures that partly inspired it.

Though we have moved to a simplified articulation of educational competencies, exchanges on the faculty listserv and in committee meetings reveal that some faculty feel that the *MEME* came “down” from the administration with little faculty input. So, while the *MEME* has helped the ADA organize her time and work, it has had minimal traction among the faculty themselves. Finally, while Expression, Mining, and Engaging are all competencies that faculty, students, and staff can understand, Mapping has been difficult for everyone, including the ADA, to operationalize. We have thus not included it in our discussion of learning outcomes below.

RETENTION AND GRADUATION

Description

Wesleyan has [high retention and graduation rates](#) among its traditional undergraduates (*see Data Form 8.1*). Of note:

- Our 1-year retention rate hovers around 95%.
- Our 4-year graduation rate hovers between 85% and 92%.
- Our 6-year graduation rate hovers between 90% and 94%.
- There are some differences in graduation rates by students’ gender and race/ethnicity, with men’s rates being several percentage points lower in recent years.
- Black and Latino rates show more volatility, ranging from the upper-80s to upper-90s, while graduation rates for Asian students surpass those of other groups.

Our Bachelor of Liberal Studies program is too new and the sample size is too small for us to make claims about the graduation rates for students enrolled in it. In our BA/MA programs, the percentage of students who graduate within the 150% time standard varies by year. For the cohorts that entered our programs between 2016 and 2019, these percentages ranged between 86% and 100%. In our MA programs, these percentages were between 73% and 100% and in our PhD programs, between 56% and 79% (*see Data Form 8.4*).

Appraisal

While our undergraduate retention and graduation rates for traditional-aged students are generally high (as at many schools), both were impacted by the pandemic. While it is easy to see that impact as a temporary blip, we are mindful that there are longer-term consequences for some students, particularly those who took a semester off. Student Affairs’ class deans have long observed that students returning after a leave of absence often struggle to catch up because courses are only offered once a year. Hence, off-cycle students—and there are more of them now because of the pandemic—are likely to see their academic progress delayed even further once they return. With respect to our graduate programs, our visceral sense is that our graduation rates are strong, but we lack the comparative data to know for sure.

GENERAL EDUCATION

Description

Over the last five years, students on the senior survey were “generally” or “very satisfied” with the following: level of intellectual excitement (93% to 97%), opportunities for personal growth and development (86% to 92%), quality of advising in the major (79% to 82%), and course availability (76% to 85%). Quality of instruction in the natural sciences and math (77% to 84%) sits below that for humanities and the arts (93% to 96%) and the social sciences (92% to 97%). Overall satisfaction with Wesleyan ranged from 88% to 90%. Meanwhile, the majority of students (80% of the Class of 2022) completed their general education expectations. When students do not complete these expectations, it is usually because they did not complete three courses in Division III (STEM). The Registrar announces the completion rates for these expectations at the final faculty meeting of the year. The current rate has not resulted in the faculty proposing any changes to policy around general education expectations.

The Registrar also [publishes](#) the number of students majoring, minoring, or earning a certificate in each field of study. These numbers provide some evidence of the wide-ranging interests of Wesleyan students.

| MAJORS | | MINORS AND CERTIFICATES | |
|-------------------------|-----|---|----|
| DIVISION 1 | | DATA ANALYSIS | 54 |
| ENGLISH | 65 | CHEMISTRY | 41 |
| FILM | 47 | INTEGRATED DESIGN, ENGINEERING, AND APPLIED SCIENCE (IDEAS) | 34 |
| DIVISION 2 | | WRITING | 29 |
| ECONOMICS | 106 | SOCIAL, CULTURE AND CRITICAL THEORY | 25 |
| GOVERNMENT | 90 | COLLEGE OF ASIAN STUDIES | 23 |
| DIVISION 3 | | | |
| PSYCHOLOGY | 142 | | |
| NEUROSCIENCE & BEHAVIOR | 54 | <i>Source: Spring 2022 Major Report</i> | |

In 2018, the provost presented data to the faculty on grade distributions on campus. Almost 64% of grades awarded from Fall 2016 to Spring 2018 were As and 31% were Bs; only 5% were lower than a B. Division I was more likely to award As than the other two divisions (72% As versus 61% and 59%). Division III was more likely to award A+s. Visiting, part-time faculty were somewhat more likely to grade “higher” than other faculty. During the pandemic, the number of As increased, as faculty loosened expectations when the university abruptly pivoted to remote learning and altered grading policies. Grades regressed in Fall 2020 and Spring 2021, but not back to pre-pandemic levels. Grades during 2020-21, when Wesleyan offered both remote, in-person, and hybrid courses, did not differ by instruction modality. The percentage of As was also higher during our Winter and Summer Session courses ([see Workroom](#)).

Appraisal

The completion rates for our gen-ed expectations suggest that most of our students take a wide variety of courses. At the same time, we organize these expectations around our three divisions because that is how we organize ourselves administratively, not because our faculty necessarily agree that this tripartite approach best represents the breadth of learning we hope for our students. Furthermore, the wide variation we see in the distribution of majors reflects the complex relationship among how we admit

our students, how faculty and class deans advise them, and how external market and parental pressures shape their worldview and academic choices. We lack a clear way to know whether our students end up in the majors that they “should,” since we also lack any way to define a good student-major match.

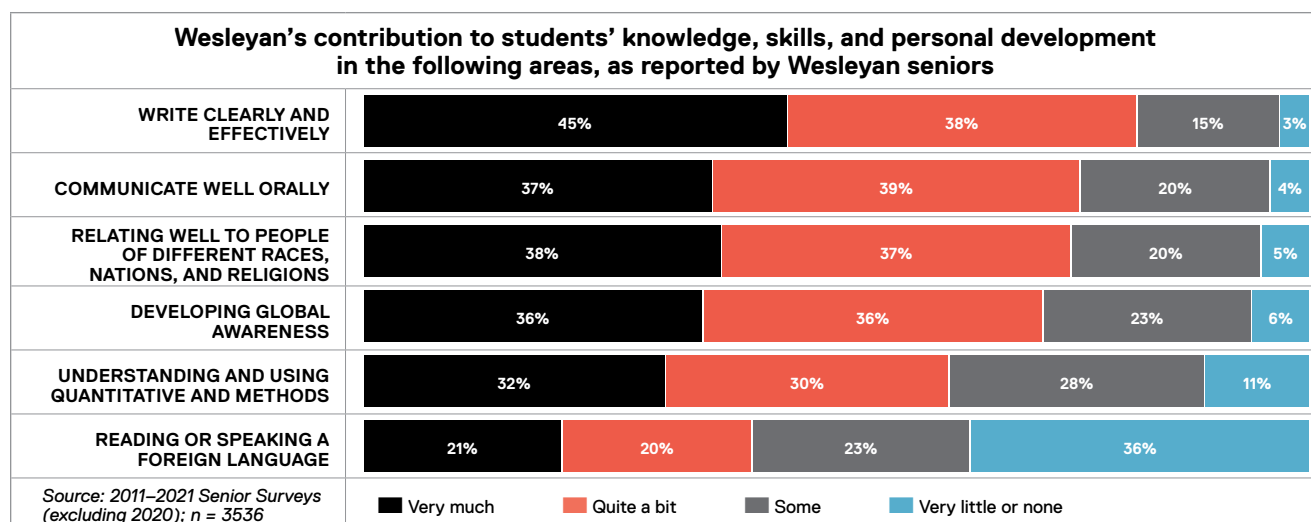
In Spring 2021, OIR was asked by Division I to present data on patterns in double majoring. [The presentation](#) highlighted the rising percentage of students who double major—from 23% in 2000 to 44% in 2020—and Wesleyan’s high percentage of double majors relative to peer schools. While perhaps reflective of our eclectic student body, this is likely also a sign of students’ desire to find structure in the open curriculum and/or their reactions to perceived exogenous pressures. Doubtless, some of our students are better poised to take advantage of the open curriculum than others, and we have not properly interrogated how change in our student population should lead to changes in how we do pre-major advising.

Regarding our grade distributions, the high percentage of As we see is shocking to some. But [the national literature](#) gives us pause. Perhaps our students’ grades are a sign of actual grade inflation, or perhaps they are the results of strong teaching and a strong academic support system (*see Std 5*) which saves students from falling behind. Certainly, our grade distributions flow from our institutional policies, like the open curriculum (which makes it easier for students to avoid classes in which they might struggle) and generous late-withdrawal policies (which keep low grades from ever appearing on a student’s transcript).

STUDENT LEARNING

Description

The senior survey asks students to report on how much Wesleyan contributed to their knowledge, skills, and personal development in multiple areas. Since this survey accommodates different institutional needs, its items do not perfectly align with Wesleyan’s *MEME*. That said, the items “writing clearly and effectively” and “communicate well orally” can be aligned with the competency expressing; “understanding and using quantitative reasoning and methods” with mining; and “relating well to people of different races, nations, and religions,” “developing global awareness,” and “reading or speaking a foreign language” with engaging. Aggregated data from the last ten years shows that students most felt the impact of their Wesleyan education on their ability to “write clearly and effectively” and “communicate well orally.” Other items had less impact, although still a reasonably substantial one, apart from “reading or speaking a foreign language.”



EXPRESSION

We define expression in *MEME* as “the ability to express thoughts, ideas, and emotions to others effectively and concisely through a variety of mediums and modalities.” About 83% of seniors from 2011 to 2021 reported that Wesleyan had contributed “very much” or “quite a bit” to their ability to “write clearly and effectively; 76% reported the same for “communicating well orally.” Most recently, we have focused on assessing writing. Writing is emphasized in our First-Year Seminars (FYSs), and while we do not require students to take an FYS, [we have increased the number we offer](#), and the percentage of first-year students who take one has increased from 40% in 2012-13 to 83% in 2020-21. Understanding what students gain from FYSs is important, and in recent years, we have twice surveyed FYS students ([see Workroom](#)) about their experiences; we also conducted an in-depth study of a stratified random sample of first-year students to learn about how they settle into college writing ([see Workroom](#)). Three takeaways stand out: (1) Feedback is important for first-year students, many of whom arrive at Wesleyan [ambivalent about their writing](#). They may have excelled in writing in high school, but they realize that what passed for “good” writing there may not here, causing them to look for faculty feedback early and often. (2) While students want feedback, some may not get enough: 16% of FYS students in our 2019 survey reported that they had not received feedback from their professor on drafts of their papers, and roughly the same percentage reported not having had a one-on-one conference with their FYS teacher. (3) Some first-year students report having expected more exposure to writing in their courses than they received. In some cases, what they meant by “more” was more frequent writing assignments; they seem surprised by courses where they may simply have one large writing assignment at the semester’s end or a few papers scattered throughout. And some students appear to have minimal writing assigned during their first year throughout all of their courses. For some, the FYS may be the *only* writing-intensive course they have. And some have schedules filled solely with large introductory courses in high-demand majors.

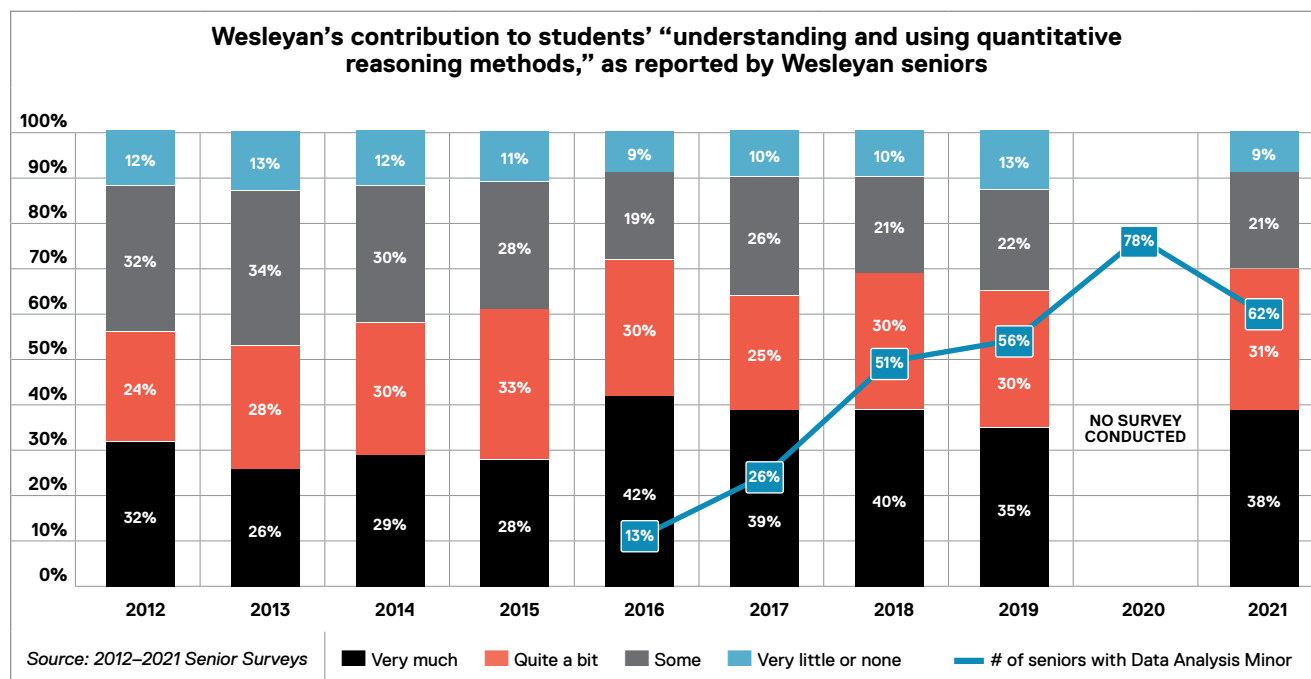
In Spring 2018, Wesleyan began offering Calderwood Public Writing Seminars, which require an intense feedback process that helps students practice writing for non-academic audiences. In 2019, we assessed the written work from students in these seminars. Six faculty scored student pieces using two rubrics and found that late-assigned last drafts presented somewhat better writing than early-assigned first drafts. The differences did not arise to the level of statistical significance for most rubric items, but we suspect this was because of the small sample size (48 papers). Meanwhile, content analyses of Calderwood students’ reflections revealed that these seminars have provided students with an [unparalleled peer editing experience](#). Our [Calderwood Alumni Survey](#) confirmed this finding ([see Workroom](#)).

Communicating well orally also fits under *MEME*’s “expression.” Senior survey results reveal variation in how much Wesleyan has helped students to develop this skill. When [we grouped students’ responses by major](#) and then grouped majors by division, we found that within Division 2, the percentage of students reporting that Wesleyan contributed “very much” or “quite a bit” to their ability to communicate orally ranged from 73% to 88%. For Divisions 1 and 3, the ranges were slightly broader and lower: 69% to 86% for Division 1 and 61% to 87% for Division 3.

MINING

We define *MEME*’s “mining” as “the ability to use logical and empirical reasoning and methods to explicate, analyze, and quantify one’s material and social realities.” Early on, we mainly viewed mining as students’ ability to perform quantitative work. In 2021, 69% of seniors reported that Wesleyan had contributed “very much” or “quite a bit” to their quantitative skills, compared to 56% in 2012. This increase parallels the launch of the Quantitative Analysis Center (QAC), which runs a series of courses, a well-attended summer program, a minor in Data Analysis and a certificate in Data Science. While many of our

majors contribute to students' quantitative skills, the [QAC reaches a set of students](#) who do not typically major in fields emphasizing quantitative analysis. The QAC's project-based, introductory statistics courses, for example, [have proven](#) more attractive to underrepresented minority (URM) students than traditional statistics courses.



Since 2016, we have expanded our understanding of mining to include other kinds of analysis and reasoning, such as students' ability to locate and determine the relevancy and trustworthiness of source materials. On the FYS survey mentioned earlier, about a third of students reported that they did not write a research paper "requiring library resources, primary documents, or other material external to regular course content" in their FYS. Almost half of these students reported that their FYS did not address how to locate library resources; over half reported that their FYS did not address "how to determine which library resources are most relevant for a specific research project," and/or "how to evaluate the credibility of websites and new media that might be used for a research project." Admittedly, our current statement on FYSs does *not* require faculty to teach library research skills or assign research projects. But if Wesleyan students do not start learning about library research in their FYS, where do they? Anecdotes from students reveal striking cases of students, often juniors and seniors, reporting that they had never conducted this kind of research before. Furthermore, in the 2018 senior survey, when asked a special set of questions about library use, 37% of responding seniors said that they had not been in a library-led class session on how to find information. Perhaps the need to provide explicit instruction on how to use a library database is not as pressing as it once was. But it may be wondered whether students receive strong, consistent guidance on how to prioritize search results provided by these tools and integrate what they find into their work. In a time of "fake news," we may need to attend more to how our students evaluate resources outside of what the library has curated for them.

ENGAGING

We define engaging in *MEME* as "the ability to comprehend, appreciate, and negotiate human and cultural differences and the complexity of one's own relation and accountability to wider socio-historical dynamics." On the senior survey, over the last ten years, students reported that Wesleyan had contributed

“very much” or “quite a bit” to the following items related to this competency: relating well to people of different races, nations, and religions (75%), developing global awareness (72%) and reading or speaking a foreign language (41%). A trend analysis of this last item reveals a moderate increase over time in the percentage of graduating seniors who report Wesleyan contributing “very little or none” to their ability to read or speak a foreign language. The lower percentage we see for foreign language skills is no surprise because Wesleyan lacks a universal language requirement. Our students take foreign language courses for personal enrichment and/or because it’s required in order to study abroad or by a major (for example: CEAS, COL, and Art History). We are proud of the variety of language study options we offer and pleased with the course-level assessment mechanisms used by many of our language faculty (*see E-Series*). Some have expressed concern about a possible decline in language study, citing the national trends in this regard and wondering whether such a decline here might have been accentuated by our shift from a two-course to a four-course summer registration for incoming students, which minimized pre-major advisors’ influence on new students’ course selection. But when Academic Affairs recruited faculty to advise a randomized subset of incoming students over the summer of 2018, the experiment did not boost language enrollments. This may be because, while the percentage of first-year students enrolled in a language course declined slightly from ten years ago, that decline began *before* our switch to four-course summer registration, after which it has remained flat.

Appraisal

The National Institute for Learning Outcomes and Assessment (NILOA) describes four assessment philosophies emergent across higher education: **teaching and learning**, measurement, compliance and reporting, and **student-centered**. We situate ourselves within the first and last. Regarding the first, we have fed the results of our work on expressing and mining into pedagogical workshops for faculty. For example, we have used data from our examination of first-year writing in our Faculty Seminar in the Teaching of Writing and with faculty participating in our FYS Teaching Seminar Series. The pandemic fueled faculty interest in attending pedagogical workshops and in hearing about the student experience; we expect use of data to increasingly inform teaching. As noted in *Std 7*, library staff are also working to bolster their relationships with faculty to make them aware of what the library can do for their students. Naturally, this is complicated by the open curriculum, which, we should note, also complicates the assessment of competencies or closing the loop on any assessments that we do. We do not have required courses in which to implement assessment projects, nor can we impose curricular or pedagogical changes in response to what we learn from these projects. With no appetite to change the open curriculum, our assessment of learning outcomes, especially with regards to the four competencies, is inevitably piecemeal and bottom-up.

Concerning NILOA’s student-centered philosophy, some portfolio initiatives have developed on campus that offer structured opportunities for students to engage in self-assessment. A few majors and minors (Religion, Global Engagement, IDEAS) require students to submit portfolios as part of their completion requirements. And two promising University-wide portfolio initiatives have emerged: the Integrative Learning Project which offers two half-credit courses where students build e-portfolios that external reviewers review; and Ideals into Practice which offers a .25-credit course that students can enroll in each academic year and through which they are encouraged to add to their e-portfolios in six competency areas. We offer these two initiatives to all students, but enrollments are still relatively low (49 students in Ideals into Practice and 164 students in the Integrative Learning Project), and it is unclear how to boost them.

STUDENT EXPERIENCE

Description

ACADEMIC SUPPORT

Wesleyan offers many well-received academic support services (*see Std 5*), earning an 85%—90% satisfaction rate for “availability of academic support and assistance” on the senior survey. An example of how staff use data in improving these services is tutoring. When Student Academic Resources (SAR) moved from a gatekeeping system to an open one through which any student could request a tutor, the 262 requests the office received in 2015-16 grew to 497, 683, and 773 in the subsequent three years. This made it more difficult to match tutors to tutees. The lower match rate (88% in Fall 2018, down from 95% the previous fall) caused SAR to shift to group tutoring and delay when students can request a tutor until a few weeks into the semester when they have a better sense of which courses will challenge them and are more aware of course resources. These changes raised the match rate (96% in Fall 2019) and improved tutoring (as measured by whether matched tutors and tutees actually meet and total tutoring hours students received).

CAREER SUPPORT

Before the Gordon Career Center (GCC) adopted Handshake, their career management platform, in 2016, about half the Wesleyan students engaged with GCC online. Now 90% do, and we have also seen a statistically significant increase in satisfaction for Career Services from 53% in 2017 to 66% in 2021. Concern that the GCC was perceived by some students as unwelcoming led OIR to take a “deep dive” into the satisfaction rates. Survey data collected in Spring 2019 revealed that satisfaction with the GCC did not vary by sex, status as a student of color or underrepresented minority, financial aid status, or GPA. There were, however, differences in satisfaction across cohorts with first-years being the most satisfied (88%) and seniors being the least (66%). Seniors’ satisfaction correlated with timing: the earlier they connected with the GCC, the more satisfied they proved to be. The Center has also explored what engagement looks like for different students, finding that BIPOC and FGLI students are no more or less likely than other students to use its services. Future research will explore whether there are differences in how early these groups first contact the GCC, since this is an important predictor of later satisfaction.

In 2017, OIR, in collaboration with Psychology and with input from the GCC, surveyed incoming students about their interests in five broad professional fields: mental health (38%), education (36%), law (34%), medical health (27%), and engineering (20%). This confirmed a general sense that there was a significant interest in the mental health professions among our students. A follow-up survey of 216 students who identified themselves as having this interest explored which clients the students hoped to serve and in what settings they imagined working. This information allowed the GCC and Psychology to offer more customized programming for these students.

PRE-MAJOR ADVISING

Relatively low satisfaction with pre-major advising is a longstanding concern. From 2001 to 2020 only 47%—63% of seniors reported that they were “very satisfied” or “generally satisfied” with pre-major advising. A recent survey found that the expectations of students for pre-major advising were different from those of faculty. Students are more likely to lean into “credentialist” activities, like knowing the requirements for a major, while faculty are more likely to embrace “generalist” activities, like exploring academic areas outside of one’s comfort zone. Both faculty and students complain that it is difficult to find clear, concise information about University and unit-level policies on the University website, which is highly

decentralized (*see Std 9*), and many find the course registration process confusing. Finally, the structure of Wesleyan majors—number of prerequisites, limited courses offered off-cycle and the fact that general education expectations are required for some majors and for being eligible for honors—causes some students to feel that the open curriculum that may have impressed them as prospective students is far less “open” when they begin to make choices (*see Workroom*).

DIVERSITY, EQUITY AND INCLUSION

The senior survey has consistently revealed disparities in satisfaction across subpopulations of students. In 2021, students from underrepresented groups were less satisfied than white and Asian students on climate for minority students (46% vs 71%), ethnic/racial diversity of the campus (46% vs 67%), quality of instruction in NSM (71% vs 86%), health services (72% vs 88%), and out-of-class availability of faculty (87% vs 96%). Our responses to these disparities include the creation of the Resource Center, the expansion of First Things First, the re-introduction of a first-year cohort in Malcolm X House, the creation of Math Jam to help underrepresented students with their math skills, and workshops to train teaching and course assistants in inclusive teaching practices (*see Std 5*).

Conversely, the senior survey reveals no statistically different gaps between international students and domestic students regarding their overall satisfaction with their Wesleyan education (87% versus 88%) or their willingness to encourage a similar student to attend (83% versus 79%). One of the few statistically significant gaps regarded pre-major advising: 78% of international students were satisfied compared to only 52% of domestic students. Similarly, 100% of international students were satisfied with the availability of academic support and assistance compared to only 85% of domestic students. International students were, however, less satisfied with food (70% versus 88%) and student government (28% versus 61%). Viewing our international student population as one with unique needs, we fielded (in Fall 2021) our first International Student Survey (*see Workroom*). These students proved most likely to be only “somewhat” or “rarely or never prepared” to manage academic stress (first-semester students: 22%, all other international students: 38%) and visiting professors’ office hours (first-semester students: 42%, all other international students: 26%). Also notable: 57%–65% of first-semester students were “not at all aware” of the requirements for off-campus employment (e.g., Optional Practical Training, Curricular Practical Training). Given that the employment potential often shapes what majors these students will declare, getting this knowledge into the hands of younger students early is imperative.

THE PANDEMIC

During the pandemic, we conducted surveys asking faculty and students how they were faring (*see Workroom*). In Spring 2020, 40% of responding students rated remote learning as “poor” or “awful.” It was a particularly difficult time for our FGLI and female students, who struggled to find places to complete coursework, to access consistent WiFi, and to balance their coursework with their families’ and their own personal needs. Ultimately, 39% of students reported that they had fallen short on some learning goals in some of their courses. These data informed the decision to offer a residential option in Fall 2020 and to design support mechanisms for students who needed to enroll remotely. In Fall 2020, our surveys helped us understand how remote students fared relative to those on campus, how on-campus students needed spaces outside of their residences to complete their coursework, and why many students, regardless of location, struggled with their mental health (e.g., lack of social options, state laws prohibiting remote therapy sessions). In response, we increased support for teaching and course assistants for faculty, expanded access to mental health resources for students, and amplified options for the reservation of study spaces.

Appraisal

The above examples demonstrate the varied ways in which we use data to better understand and improve the student experience. But there are challenges. The desire across the university to support every decision with data has put a lot of pressure on OIR to increase its surveying of our students, who for their part feel less obligated to check and respond to email than previous generations. This has dampened the response rates to all our surveys, including the senior survey and our teaching evaluations. Also, as noted in Std 2, the campus has increasingly turned to Software as a Service (SaaS) options to support campus operations. This, coupled with the shadow databases maintained on the desktops of staff with their own data interests, has generated an increasingly complicated network of data systems that are not always synchronized, sustainable, or easy to report from. Hence, the projects described earlier in this chapter above take an immense amount of labor across multiple offices.

Finally, we have recently identified an area of the student experience that may contribute to success after graduation. Many Wesleyan students work in various campus offices, and while we have not traditionally considered how this contributes to their overall Wesleyan experience, we are increasingly interested in doing so. In considering these on-campus jobs as opportunities for experiential learning, we will be looking for ways to measure the outcomes of those experiences.

OUTCOMES

Description

The Gordon Career Center [publishes the results](#) of the first destinations survey it conducts for every graduating class. The knowledge rate for the survey is usually in the high 80s to low 90s. In the Class of 2019, 12% of students were still seeking employment or graduate school admission six months after graduation.ⁱ In the last six years, graduates reported working in a wide variety of fields (*see table below*).

| JOB PLACEMENT OF RECENT WESLEYAN GRADUATES: 2016–2021 | |
|--|-----------|
| EDUCATION | 10% – 17% |
| FINANCIAL SERVICES | 10% – 13% |
| CONSULTING | 8% – 13% |
| TECH/ENGINEERING/SCIENCES | 7% – 15% |
| MEDIA AND COMMUNICATIONS | 7% – 14% |
| LEISURE, ARTS, AND ENTERTAINMENT | 6% – 16% |

Source: Gordon Career Center's First Destinations Survey

Over the last five years, acceptance rates at U.S. medical schools for Wesleyan applicants have ranged from 55% to 77%.ⁱⁱ Over the last five years, acceptance rates at U.S. law schools for our graduating seniors have ranged from 92% to 100%. For four out of the past five years, the rate was 100% for seniors. For post-graduation applicants, the five-year rate has ranged from 87% to 93%. NSF data from 2017–2019 doctoral earners suggest that 8.7% of our graduates go on to earn PhDs in science and engineering, placing us 14th among peers of similar institutional size.

ⁱ For the Class of 2020, it was 21%, due in large part to students pursuing positions in industries where hiring was hit hard by the pandemic, such as the arts, nonprofits, and education.

ⁱⁱ While our method for calculating these percentages may be different from those of other schools, it is worth noting that the national average is 41 to 44%.

Our survey of graduate students exiting from 2017 to 2021 shows that 57% of our PhD students, 28% of MA students and 25% of BA-MA students reported that they would be working in a position in their field in academia. Some 45% of PhD students, 33% of MA students and 35% of BA-MA students reported that they would be working in their field in industry. About 48% of our exiting MA students and 28% of our BA-MA students reported they would be attending a PhD program after graduation.

Appraisal

Wesleyan's launch of the College of Education Studies was inspired in part by faculty learning just how many of our alumni work in education (22% in our 2017 alumni survey). But while we are naturally interested in the outcomes of our graduates, we cannot understate how challenging it is to collect reliable data about them. Career center data captures students' employment status within nine months of graduating. It does *not* tell us where our students land years later, when we might be most likely to see the impact of a liberal education. But our attempts via surveys to gather data from older alumni are stymied by low response rates.ⁱⁱⁱ Some of our academic units gather their own data from alumni (see *E-Series*), but these efforts are scattered and unstandardized. Furthermore, while we acknowledge the public's interest in the salaries of alumni from institutions like Wesleyan, we also question the reliability and validity of such data and are cautious about using it. Alumni resist answering questions about their salaries, so our internal data is spotty. Externally, the College Scorecard relies solely on the tax data from students who received financial aid. Meanwhile, as a school that recruits and graduates many students committed to promoting social justice in both their lives and careers, we do not celebrate high income as the single sign of post-graduate success.

We also want to highlight the challenges our FGLI and international students face when declaring their major. As studies show, FGLI students are often under immense pressure to undertake courses of study that have clear pathways to careers; the same is true for international students who wish to remain in the U.S. after graduation, as federal regulations require them to accept jobs that align closely with their majors. While Wesleyan has long embraced a philosophy of agnosticism regarding the relationship between majors and career trajectories, many of our students will not or cannot abide by that philosophy while fulfilling their familial and financial obligations. Given the university's goal to increase the number of low-income and international students, there may be a need to rethink how everyone at Wesleyan, not just our career staff, talk about the relationship between majors and careers.

PROJECTION

- Academic Affairs will respond to the report issued by the Ad Hoc Committee for Pre-Major Advising that worked in 2021-22. We anticipate changes to (1) how we provide advising for incoming first-year students in the summer before they arrive at Wesleyan, (2) intentional matching of advisors to advisees based on advising expertise and student need, and (3) streamlined distribution of information on major and University policies.
- We will continue to explore the implications of a rising number of international students for advising and collaborations in this regard among Academic Affairs, the Office of International Student Affairs and the GCC.
- The GCC is also exploring ways to help students capture the outcomes of their on-campus work experiences.
- OIR will continue to look for opportunities to insert data about student learning outcomes into faculty conversations (in pedagogical workshops, at department meetings and divisional lunches, etc.).

ⁱⁱⁱ While our response rates on alumni surveys have always been low (e.g., 34% in 2017), for our 2020 alumni survey, it was abysmally low (11%).

STANDARD 9: INTEGRITY, TRANSPARENCY, AND PUBLIC DISCLOSURE

STD. 9.1: Integrity

| POLICIES | LAST UPDATED | WEBSITE LOCATION WHERE POLICY IS POSTED | RESPONSIBLE OFFICE OR COMMITTEE |
|------------------------------|--------------|--|---------------------------------|
| ACADEMIC HONESTY | | wesleyan.edu/studentaffairs/studenthandbook/student-conduct/honor-code.html | Academic and Student Affairs |
| INTELLECTUAL PROPERTY RIGHTS | | | |
| CONFLICT OF INTEREST | | wesleyan.edu/generalcounsel/2013 Policies/Wesleyan University CONFLICT Policy 110207 FINAL.pdf | General Counsel |
| PRIVACY RIGHTS | | wesleyan.edu/its/policies/Data Security and Privacy Protection Policy.html | ITS |
| FAIRNESS FOR STUDENTS | | wesleyan.edu/acaf/faculty/faculty-handbook/_files/2020-2021-faculty_handbook.pdf (see 3.4) | Student and Academic Affairs |
| FAIRNESS FOR FACULTY | | wesleyan.edu/acaf/faculty/faculty-handbook/_files/2020-2021-faculty_handbook.pdf | Academic Affairs |
| FAIRNESS FOR STAFF | | | Human Resources |
| ACADEMIC FREEDOM | | wesleyan.edu/acaf/faculty/faculty-handbook/_files/2020-2021-faculty_handbook.pdf | Academic Affairs |
| RESEARCH | | wesleyan.edu/acaf/faculty/faculty-handbook/_files/2020-2021-faculty_handbook.pdf | Academic Affairs |
| TITLE IX OTHER; SPECIFY | | wesleyan.edu/inclusion/discrimination/policies/titleix-overview.html | Office for Equity & Inclusion |

NON-DISCRIMINATION POLICIES

| | | | |
|----------------------------|--|--|-------------------------------|
| RECRUITMENT AND ADMISSIONS | | wesleyan.edu/hr/handbook/staff-employment/ | Human Resources and Admission |
| EMPLOYMENT | | wesleyan.edu/hr/handbook/staff-employment/ | Human Resources |
| EVALUATION | | wesleyan.edu/hr/handbook/professional-development/performance-assessment.html | Human Resources |
| DISCIPLINARY ACTION | | | |
| ADVANCEMENT | | wesleyan.edu/hr/handbook/staff-employment/ | Human Resources |
| OTHER; SPECIFY | | | |

RESOLUTION OF GRIEVANCES

| | | | |
|----------------|--|--|--|
| STUDENTS | | catalog.wesleyan.edu/academic-regulations/general-regulations/wesleyan.edu/studentaffairs/disabilities/Student/appeals.html | |
| FACULTY | | | |
| STAFF | | | |
| OTHER; SPECIFY | | | |

OTHER

Please enter any explanatory notes in the box below

STANDARD 9: INTEGRITY, TRANSPARENCY, AND PUBLIC DISCLOSURE

STD. 9.2: Transparency

| INFORMATION | WEBSITE LOCATION AND/OR RELEVANT PUBLICATION(S) |
|---|--|
| How can inquiries be made about the institution? Where can questions be addressed? | wesleyan.edu/officeservices/ |
| Notice of availability of publications and of audited financial statement or fair summary | wesleyan.edu/finance/annualreporting/2020_2021.pdf |
| Processes for admissions | wesleyan.edu/admission/apply/application-process.html |
| Processes for employment | wesleyan.edu/hr/handbook/ |
| Processes for grading | wesleyan.edu/studentaffairs/facguide/commonquestions.html |
| Processes for assessment | assessment.wescreates.wesleyan.edu/completing-the-annual-report/ |
| Processes for student discipline | wesleyan.edu/studentaffairs/conduct/CommunityStandardsBoard/ |
| Processes for consideration of complaints and appeals | |

List below the statements or promises made regarding program excellence, learning outcomes, success in placement, and achievements of graduates or faculty and indicate where valid documentation can be found.

| STATEMENT/PROMISE | WEBSITE LOCATION AND/OR PUBLICATION WHERE VALID DOCUMENTATION CAN BE FOUND |
|---|--|
| Our graduates go on to lead and innovate in a wide variety of industries, including government, business, entertainment, and science. | wesleyan.edu/careercenter/career-outcomes.html |
| Our graduates go on to lead and innovate in a wide variety of industries, including government, business, entertainment, and science. | videos.wesleyan.edu/category/videos/60-seconds-with |

| DATE OF LAST REVIEW OF: | |
|-------------------------|--|
| PRINT PUBLICATIONS | |
| DIGITAL PUBLICATIONS | |

Please enter any explanatory notes in the box below

STANDARD 9: INTEGRITY, TRANSPARENCY, AND PUBLIC DISCLOSURE

STD. 9.3: Public Disclosure

| INFORMATION | WEBSITE LOCATION |
|---|--|
| Institutional catalog | catalog.wesleyan.edu/ |
| Obligations and responsibilities of students and the institution | wesleyan.edu/studentaffairs/studenthandbook/ |
| Information on admission and attendance | wesleyan.edu/admission/ |
| Institutional mission and objectives | wesleyan.edu/about/leadership/ wesleyan.edu/strategicplan/ |
| Expected educational outcomes | wesleyan.edu/academics/curriculum/competencies.html |
| Status as public or independent institution; status as not-for-profit or for-profit; religious affiliation | wesleyan.edu/about/glanceatwes.html |
| Requirements, procedures and policies re: admissions | wesleyan.edu/admission/apply/application-process.html wesleyan.edu/admission/apply/transfer.html wesleyan.edu/admission/informationfor/questbridge.html wesleyan.edu/bls/apply.html wesleyan.edu/grad/Application Information/ |
| Requirements, procedures and policies re: transfer credit | wesleyan.edu/admission/informationfor/transfer.html |
| A list of institutions with which the institution has an articulation agreement | n/a |
| Student fees, charges and refund policies | wesleyan.edu/studentaccounts/tuition.html wesleyan.edu/studentaccounts/refunds.html wesleyan.edu/studentaccounts/billing.html |
| Rules and regulations for student conduct | wesleyan.edu/studentaffairs/studenthandbook/standards-conduct.html |
| Procedures for student appeals and complaints | catalog.wesleyan.edu/academic-regulations/general-regulations/ |
| Other information re: attending or withdrawing from the institution | catalog.wesleyan.edu/academic-regulations/general-regulations/ |
| Academic programs | catalog.wesleyan.edu/majors/ catalog.wesleyan.edu/graduate/ wesleyan.edu/masters/degree-pgms/ wesleyan.edu/bls/ wesleyan.edu/academics/curriculum/ wesleyan.edu/academics/graduate.html wesleyan.edu/masters/degree-pgms/ |
| Courses currently offered | owaprod-pub.wesleyan.edu/reg/!wesmaps_page.html wesleyan.edu/masters/course_listing/ wesleyan.edu/masters/course_listing/current.html |
| Other available educational opportunities | wesleyan.edu/cgs/osa/ wesleyan.edu/cpe/ wesleyan.edu/academics/journey/ |
| Other academic policies and procedures Requirements for degrees and other forms of academic recognition | wesleyan.edu/registrar/academic_regulations/ wesleyan.edu/registrar/academic_regulations/ catalog.wesleyan.edu/academic-regulations/degree-requirements/ wesleyan.edu/grad/academics/graduationrequirementsma.html wesleyan.edu/grad/academics/graduationrequirementsphd.html wesleyan.edu/masters/degree-pgms/ |
| List of continuing faculty, indicating department or program affiliation, degrees held, and institutions granting them | wesleyan.edu/academics/faculty/facultybydepartment.html wesleyan.edu/academics/faculty/facultybyname.html |
| Names and positions of administrative officers | wesleyan.edu/president/cabinet.html catalog.wesleyan.edu/administration/ |
| Names, principal affiliations of governing board members | wesleyan.edu/trustees/trustees.html |
| Locations and programs available at branch campuses, other instructional locations, and overseas operations at which students can enroll for a degree, along with a description of programs and services available at each location | wesleyan.edu/president/cabinet.html catalog.wesleyan.edu/administration/ |
| Programs, courses, services, and personnel not available in any given academic year. | owaprod-pub.wesleyan.edu/reg/!wesmaps_page.html <i>select any department and then "courses not offered"</i> |
| Size and characteristics of the student body | wesleyan.edu/about/glanceatwes.html |
| Description of the campus setting | wesleyan.edu/about/glanceatwes.html |

| INFORMATION | WEBSITE LOCATION |
|---|--|
| Availability of academic and other support services | wesleyan.edu/studentaffairs/ wesleyan.edu/studentaffairs/studentlife.html wesleyan.edu/studentaffairs/disabilities/ wesleyan.edu/studentaffairs/wellbeing/ wesleyan.edu/studentaffairs/resources/peeradvisors/ |
| Range of co-curricular and non-academic opportunities available to students | wesleyan.edu/studentinvolvement/WesNest/What is WesNest.html wesleyan.edu/studentinvolvement/ wesleyan.campuslabs.com/engage/organizations athletics.wesleyan.edu/ wesleyan.edu/jccp/get-involved/volunteer.html |
| Institutional learning and physical resources from which a student can reasonably be expected to benefit | wesleyan.edu/studentaffairs/resources/ |
| Institutional goals for students' education | wesleyan.edu/academics/curriculum/competencies.html |
| Success of students in achieving institutional goals including rates of retention and graduation and other measure of student success appropriate to institutional mission. Passage rates for licensure exams, as appropriate | wesleyan.edu/ir/graduation-retention.html wesleyan.edu/careercenter/career-outcomes.html |
| Total cost of education and net price, including availability of financial aid and typical length of study | wesleyan.studentaidcalculator.com/survey.aspx wesleyan.edu/finaid/costofattendance.html wesleyan.edu/admission/afford-aid/apply.html wesleyan.edu/ir/graduation-retention.html wesleyan.studentaidcalculator.com/survey.aspx |
| Expected amount of student debt upon graduation and loan payment rates | wesleyan.edu/finaid/forms/1819/Guide1819.pdf wesleyan.edu/admission/afford-aid/apply.html |
| Statement about accreditation | wesleyan.edu/about/glanceatwes.html wesleyan.edu/accreditation/ |

STANDARD NINE: INTEGRITY, TRANSPARENCY & PUBLIC DISCLOSURE

INTEGRITY

Description

Wesleyan maintains three handbooks, one each for [faculty](#), [students](#), and [staff](#), that describe policies, procedures, and organizational relationships. All cite the standards of conduct for each group. The remainder of each handbook covers issues relevant to its audience. The faculty handbook discusses university governance (its charter, bylaws, and relationship to the Board of Trustees), faculty governance, and the policies of the Advisory Committee and Academic Affairs. The student handbook describes board memberships and procedures and reminds students about policies ranging from the residency requirement to rules regarding alcohol, drug, and academic integrity offenses. The staff handbook lists policies on hiring, employment, diversity, and affirmative action, compensation, leaves, and rules on termination.

The [Honor Code](#) governs both undergraduate and graduate students' academic integrity and is enforced by a student Honor Board under the supervision of the Vice President for Student Affairs. Faculty can report academic integrity violations through the [Honor Code Violation Reporting Form](#). The [Code of Non-Academic Conduct](#) governs other aspects of students' campus life. Regarding research, faculty and students abide by the standards and protocols put forth by the [Institutional Review Board \(IRB\)](#), other [departmental ethics committees](#), the Institutional Animal Care and Use Committee (IACUC) and the [Responsible Conduct of Research Plan](#). Library [documentation](#) and its [rights management specialist](#) guide faculty and students on copyright issues.

Student Affairs provides [extensive resources](#) for both students and faculty and outlines processes and resources for filing grievances. Anonymous reporting of "any type of incident that is concerning, harmful, and/or contrary to the Wesleyan's Community Standards" can be done via an Incident Reporting Form, powered by Maxient's online reporting and record-keeping software. In addition, faculty, staff, and students can raise and discuss issues concerning them via a number of channels, including but not limited to human resources, department chairs, deans, the Office of Residential Life, a chaplain or health services, the Office for Equity & Inclusion, public safety, the provost, and president.

Our Office for Equity & Inclusion (OEI) includes a Vice President for Equity & Inclusion and full-time Title IX and equity positions; it also oversees our pipeline programs (Upward Bound, WesMaSS, Mellon Mays, and McNair) and the Resource Center. OEI works with Human Resources (HR) to implement strategies to increase diversity in staff applicant pools, encouraging all hiring managers to invite a process advocate—staff and faculty volunteers who have been trained by OEI to identify implicit biases—to serve on their search teams. OEI also provides leadership, coordination and oversight of prevention and response, and policy and procedures related to identity-based bias, discrimination, harassment and sexual misconduct, assuring that the University complies with state and federal law. Its [newly designed web page](#) includes statements on affirmative action and equal opportunity, policies on non-discriminatory and discriminatory harassment and sexual misconduct, and annual reporting of incidents and proceedings regarding Title IX offenses. All employees must complete [prevention training](#) for sexual misconduct in compliance with federal Title IX legislation and Connecticut Public Acts 19-16 and 19-93. Students have access to a student-focused website regarding Sexual Misconduct as well. Lastly, all members of the Wesleyan community can report incidents via the [Incident Reporting Form](#).

Wesleyan University is committed to making our campus and our online presence accessible for all users. We comply with state and federal laws related to accessibility, including Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990. [Our website](#) outlines policies related to digital access, discrimination, and event planning and describes how we provide accommodation for students, faculty, staff, and visitors. All community members—students, staff, faculty, visitors, etc.—can use the [Barrier Reporting Form](#) to notify the university about challenges they have faced. Accessibility Services (or Student Academic Resources) also provides extensive information and resources for students, faculty, and families regarding the accommodation process for students, including [rights and responsibilities](#) and the various methods for [submitting an appeal, grievance, or complaint](#). A [campus-wide Accessibility Committee](#) facilitates communication about accessibility, anticipating and responding to community needs.

Appraisal

Wesleyan continually updates its policies and procedures related to integrity. In response to faculty concerns regarding Title IX and other workplace conflicts, we hired in 2017 an ombudsperson, an independent and neutral party with whom staff and faculty can speak with the promise of confidentiality. She reports monthly to the Provost and President, summarizing the types of concerns employees raise. Created in 2021 in response to student demand, the [Student Ombuds Program](#) serves a parallel function for students.

Prior to the pandemic, Student Affairs implemented an assessment for the student conduct judicial process, asking all students who had been part of a case in the 2018-19 academic year to respond to survey questions about the speed and fairness of their judicial proceedings. The response rate was low (< 35%), making it difficult to interpret the results. The office put this assessment on hold while managing more immediate pressures during the pandemic. Meanwhile, during the pandemic, when we switched abruptly to remote learning, we saw a rise in academic integrity cases, leading some to wonder whether faculty were well-equipped to (1) design assessments that would limit the potential for academic dishonesty and (2) communicate clearly about what constituted dishonesty in the remote environment ([see Workroom](#)). While we have stepped away from remote learning as the pandemic has subsided, this challenge will stay with us as we continue to offer remote courses in the summer and winter sessions (*see Special Section on Distance Learning*).

In 2019, the Board of Trustees revised its [Whistleblower Policy](#); among other things, it now provides a direct line of contact for reporters to contact the Board Audit Committee. Also in 2019, the Board of Trustees passed an updated Incident Reporting Policy. The following year, in response to revised Department of Education regulations, Wesleyan revised its Sexual Misconduct Policy (and procedures) and launched an education initiative to promote it. Each fall, the university issues a campus-wide Code of Conduct, asking employees to review and acknowledge key policies including the requirement to report any issues they experience.

TRANSPARENCY

Description

While Wesleyan does maintain some print publications (the alumni magazine, the admissions view book, etc.), we depend primarily on our website to communicate with prospective and current students, alumni, parents, faculty, and staff. [Admissions](#) provides a robust set of resources to both attract and educate prospective students. We archive the [online University Catalog](#) each year. The Registrar also prints four hard copies, of which the library archives one. [WesMaps](#) helps students identify which courses they

want to take each semester. [Life @Wesleyan](#) describes the myriad ways students can be involved with activities outside of the classroom. One can find news about faculty research and scholarship, student success, etc., at [News@Wesleyan](#).

Much of our internal communication occurs through email, either through official announcements sent to the on-campus community or the faculty and/or community forums listservs. WesPortal, our Intranet, facilitates the sharing of internal documents and tools including the Code of Conduct. We also distribute information through meetings—faculty meetings two to three times a semester and staff meetings four times a year—and periodic newsletters from various offices (HR, etc.). [Best Practices](#) and [Project Refresh](#) were two administratively led initiatives that invited staff to provide feedback about University offices and processes. The former solicited suggestions for how to improve how we do business. The latter asked about which policies, procedures, and events Wesleyan should discontinue.

During the pandemic, Wesleyan tried to be transparent about how it planned to keep the University open and its community safe. The administration held regular webinars and town halls. On the [Keep Wes Safe](#) website, we maintained a dashboard indicating the current alert level and positivity rate, listed safety guidelines, shared upcoming and recorded informational webinars and posted emails from the Pandemic Planning Committee.

Appraisal

We have drastically improved our website's accessibility in compliance with Web Content Accessibility Guidelines. [WebAIM](#) audited our website and helped run workshops on how to make our web pages accessible in our content management system, Cascade. We now require closed captioning on all public-facing videos. We have shifted the student, faculty, and staff handbooks from pdfs to html. But while most of our website is more accessible, WesMaps, the main vehicle students use to locate courses, is not. We have been using WesMaps for a long time and it shows its age. As a student in a recent survey wrote, "WesMaps has a terrible [User Interface]. Please make it better. It looks like it's from before the Internet was invented."

Our curriculum management system, *CourseLeaf*, produces the online catalog and feeds catalog information to academic unit web pages. Its 2017 implementation streamlined the work of the Registrar, Academic Affairs, EPC, and others. Program and course changes pass through CourseLeaf's workflow, which documents who made these changes and when, fostering accountability and transparency. With it, we have systematized curriculum development and now can more consistently deliver information about the academic program. As with all software systems, however, there has been a learning curve for administrative assistants and department chairs. Some faculty would like to have a preview/staging area where they could view catalog changes before publishing them to the website.

We are interested in how to make staff input a more regular part of administrative decision-making. Staff at Wesleyan lack the governance structure used by the faculty to communicate their own concerns, and our most recent "bottom up" approaches, Best Practices and Project Refresh, both ended the year before the pandemic. However, the community town halls the administration hosted *during* the pandemic, in which staff and faculty were invited to ask questions (and many did), were a sign that the administration wanted to hear from staff. In fact, we are particularly proud of our communication with the campus during this period. In Fall 2020, 91% of faculty rated "communication from the administration" as "good" or "great." Our students' ratings for the same item were lower, but still overwhelmingly positive, at 69%.

Finally, we rely heavily on email to communicate. While much of our email communication may be unavoidable, we wonder whether some of it is not. Lacking a strong campus calendar, our listservs distribute a steady stream of announcements about upcoming events and lectures, making it difficult to maintain a holistic view of, and engagement with, campus life.

PUBLIC DISCLOSURE

Description

Wesleyan complies with all state and federal regulations regarding public disclosure. On our Admissions web page, we post information related to the admissions process and various financial information, including the [cost of attendance](#), [how to apply for financial aid](#), basics for financial wellness and our statement on [Satisfactory Academic Progress](#). The Office of Admission also provides information important for transfer students, including application requirements, financing options, and general guidelines for what Wesleyan will accept as transfer credit.

We post [Academic Regulations](#) in the university catalog. These include policies about, among others: the credit hour, grading, accepted transfer credit, requirements for academic good standing, and policies for students to submit grade-related grievances. We maintain separate pages devoted to describing our special programs: the [Bachelor of Liberal Studies](#), [Graduate Liberal Studies](#), [Graduate Programs](#), [Wesleyan's Programs Abroad](#), and the [International Student and Scholar Program](#). [WesMaps](#) lists courses offered in a given academic year, as well as those that are not. To keep this information up to date, the Registrar shares lists of courses not taught in the previous four years for each unit to review. The current versions of the [charter and bylaws](#) are dated March 1, 2019. We publish publicly a list of [our faculty](#) and [members of the Board of Trustees](#). The Office of Institutional Research (OIR) posts the Common Data Set and other data to comply with the [Higher Education Opportunity Act](#), including graduation and retention rates and students' post-graduation plans, the latter collected through the Gordon Career Center's [First Destinations Survey](#) (see *Standard 8*). All academic departments offering majors post learning goals; these appear in the [university catalog for each major](#) under "additional information" and in aggregate on the [assessment website](#).

We [update the community](#) on our accreditation status and our self-study processes. In both 2012 and 2021, we [posted drafts](#) of our self-studies for community review and input. We have also sought NECHE's feedback on multiple issues related to potential substantive changes (e.g., the new Bachelor of Liberal Studies).

Appraisal

The production and dissemination of content on the Wesleyan website is quite decentralized, with a dis-unified strategy for our web presence across departments and programs. This results in content duplication, making the website content-heavy and difficult to keep updated, accurate, and engaging. While we have the best of intentions to disclose fully information that matters to our constituents, we fear that it may get lost in the abundance of information that we share.

In 2020-21, we began requiring all student job descriptions be posted in Handshake, the Gordon Career Center's career management platform and job board, making it easier for all students to learn about and apply for available opportunities. At the same time, the University's payroll office implemented a new time recording and attendance system campus-wide. While these changes have allowed us to stay in compliance with federal work study program guidelines and create an equitable on-campus job market for students, the technological transition has been difficult for some faculty and staff supervisors of student employees, especially in offices that employ large numbers of students (for example, Student Academic Resources hires over 300 tutors each semester). As the GCC settles into its new role in managing this important aspect of campus life, it is staying in touch with the employers to learn how to streamline the process of posting positions and completing hires.

PROJECTION

- Student Affairs will resume its review of the student judicial system, with a focus on raising the response rate of the survey so that the results are suitable for interpretation.
- The Registrar’s Office will continue to pursue strategies that render faculty and staff interactions with CourseLeaf easier. To that end, the Registrar’s Office will continue to work with other offices on campus to decide whether they should develop a staging area where faculty and staff can preview the information they put into CourseLeaf so they can verify its accuracy before it appears live on WesMaps or in the Catalog.
- University Communications plans to conduct a web audit to inform their vision of a web overhaul and conduct functionality conversations to determine technical requirements, audience engagement and IT integration. Ultimately, it will design a web governance structure for a sustainable web presence with identified roles and responsibilities and report findings and recommendations for a comprehensive web overhaul and web governance structure.

APPENDIX

AFFIRMATION OF COMPLIANCE WITH FEDERAL REGULATIONS RELATING TO TITLE IV

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

1. **Credit Transfer Policies.** The institution’s policy on transfer of credit is publicly disclosed through its website and other relevant publications. The institution includes a statement of its criteria for transfer of credit earned at another institution of higher education along with a list of institutions with which it has articulation agreements. (NECHE Policy 95. See also *Standards for Accreditation* 4.29–4.32 and 9.18.)

| | |
|---|--|
| URL | catalog.wesleyan.edu/academic-regulations/external-special-study/ |
| Print Publications | Course Catalog, page 19 |
| Self-study/Fifth-year Report Page Reference | TRANSFER CREDIT on page 37 |

2. **Student Complaints.** “Policies on student rights and responsibilities, including grievance procedures, are clearly stated, well publicized and readily available, and fairly and consistently administered.” (*Standards for Accreditation* 5.18, 9.8 and 9.18.)

| | |
|---|---|
| URL | catalog.wesleyan.edu/academic-regulations/general-regulations/ #Student Grievance Procedure |
| Print Publications | Course Catalog, page 22 |
| Self-study/Fifth-year Report Page Reference | “...resources for filing grievances” on page 89 |

3. **Distance and Correspondence Education: Verification of Student Identity:** If the institution offers distance education or correspondence education, it has processes in place to establish that the student who registers in a distance education or correspondence education course or program is the same student who participates in and completes the program and receives the academic credit.... The institution protects student privacy and notifies students at the time of registration or enrollment of any projected additional student charges associated with the verification of student identity. (NECHE Policy 95. See also *Standards for Accreditation* 4.48.)

| | |
|---|--|
| Method(s) used for verification | Wesleyan faculty have access to each student’s official university ID photo via our institutional portal. This access combined with the practice of holding online courses in a format where the instructor and student must see each other (i.e., interact on camera during the course) provides a method of verification. Additionally, all students sign Wesleyan’s student honor code, stating that they will behave honorably and that they agree to the following statements: “For Papers and Similar Written Work: In accordance with the Honor Code, I affirm that this work is my own and all content taken from other sources has been completed without improper assistance.” Additionally Moodle (our LMS) has an “Safe Exam Browser” option available, should the exam be administered through this platform. |
| Self-study/Fifth-year Report Page Reference | no reference |

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

| | |
|---------------------------|---|
| URL | wesleyan.edu/accreditation/self-study-2022.html wesleyan.edu/news/ |
| Print Publications | The Wesleyan Argus; The Middletown Press |
| Self-study Page Reference | |

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

Chief Executive Officer:  Date: 08/29/2022

PROGRAM Location of published learning outcomes for this level or program: [catalog.wesleyan.edu/departments/...](https://catalog.wesleyan.edu/departments/)

- | | | |
|---|--|------------------------------|
| 1 Data/evidence used to determine that graduates have achieved the stated outcomes for the degree | 2 Who interprets the evidence? What is the process? | 4 Most recent program review |
| | 3 Changes made as a result of using the data/evidence. | |

E SERIES FORMS ON STUDENT ACHIEVEMENT AND SUCCESS

INSTITUTION

GENERAL EDUCATION wesleyan.edu/academics/curriculum/competencies.html

- | | | |
|---|---|--------|
| 1 The Associate Director of Assessment (ADA) chooses topics to explore in more depth via interviews, surveys and other means. | 2 The ADA presents results to faculty at meetings throughout the academic year (faculty meetings, learning communities, ad hoc committees). | 4 2012 |
| | 3 See Standard 8 for examples. | |

UNDERGRADUATE DEGREE PROGRAMS

AFRICAN AMERICAN STUDIES [/afam/ugrd-afam/#additionalinformationtext](#)

- | | | |
|--|--|--------|
| 1 Faculty members' observations of student performance. For two years (AY18 and AY19), IR also conducted senior exit interviews of majors. | 3 These interviews helped support the move from a program to a department. The department has introduced a new introductory course and a new set of core requirements. | 4 2012 |
| 2 The department discusses what they have observed with their majors collectively at the end of each academic year. | | |

AMERICAN STUDIES [/amst/ugrd-amst/#additionalinformationtext](#)

- | | | |
|--|--|--------|
| 1 Students complete both a junior and senior assessment form where they are asked to reflect about their experience. | 3 The department seeks to strengthen students' foundational knowledge in history and conceptual theory, with a view towards social action. Changes in curriculum and requests for new faculty lines are directed towards that objective. | 4 2011 |
| 2 The department discusses the assessment forms collectively at the end of each academic year. | | |

ANTHROPOLOGY [/anth/ugrd-anth/#additionalinformationtext](#)

- | | | |
|--|---|--------|
| 1 Faculty's observations of students' performance and experience in anthropology courses. They also assess student learning as part of the evaluation of capstone proposals and of the finished theses and essays. In 2014, the department contacted all alumni about their post-grad experience and they plan to repeat this alumni outreach effort in AY21-22. | 3 The department's new set of Theory in Anthropology courses are organized thematically to more dynamically show students how ideas and concepts evolve over time based on self-critical interventions, new discourses, and developments outside the discipline, and how they continue to inform the most current and cutting edge work. The department began encouraging all students to take Crafting Ethnography as CR/U, which encourages students to focus on process (rather than only on results) and think flexibly and creatively about research elements not under their control. | 4 2010 |
| 2 The anthropology faculty assess student learning throughout the year at their monthly departmental meetings and in a longer meeting at year's end. They evaluate their students' capstone projects beginning with a full departmental meeting with the faculty and on an ongoing basis in their monthly faculty meeting, where tutors provide updates on student progress. | | |

ARCHAEOLOGY [/arcp/ugrd-arcp/#additionalinformationtext](#)

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|---|--|-------------|
| 1 All students must complete a capstone (either a senior essay or thesis). | 3 In Spring 2021, the program added a new archaeological science track to the Major and Minor. They also changed the Thinking through Archaeology requirement into 2 0.5-credit seminars designed to help students develop archaeological research projects with an eye towards current theoretical and methodological approaches. One elective requirement can now be replaced with a cognate course in a related discipline provided students demonstrate its applicability to their capstone project (i.e., organic chemistry for a thesis in archaeological residue analysis). | 4 2016-2017 |
| 2 Each capstone is reviewed by the advisor and two additional readers from the program, or by one external reader from outside the program in the case of a joint/interdisciplinary thesis. | | |

ART AND ART HISTORY—ART STUDIO [/art/ugrd-arst/#additionalinformationtext](#)

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| 1 All faculty observe student performance in thesis exhibitions and formal senior mid-semester critiques. Additionally, there are one-hour-long senior exhibition critiques with the student, advisor and second critic. | 3 The Department of Art and Art History has hired a tenure-track faculty member whose specialty is African art and material culture. That individual is a distinguished scholar from West Africa and will begin teaching in the 2022-2023 academic year. The Department also hired two new tenure-track professors—one in Product Design and one in Time-Based Media. The additional media representation addresses an important curricular need and student demand for studio classes as well as linking Art Studio directly with the IDEAS minor. | 4 2014 |
| 2 Faculty review and vote for honors on all thesis exhibitions in addition to formal mid-year critiques and exhibition critiques. | | |

PROGRAM Location of published learning outcomes for this level or program: [catalog.wesleyan.edu/departments/...](https://catalog.wesleyan.edu/departments/)

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| | 3 Changes made as a result of using the data/evidence. | |

ART AND ART HISTORY—ART HISTORY [/art/ugrd-arha/#additionalinformationtext](#)

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| 1 Faculty members' observations of student performance generally, as well as that among these students, whose work is read by the advisor and a second reader. Additionally, for two years (AY20 and AY21), IR conducted senior exit interviews of majors. | 3 The Department of Art and Art History has hired a tenure-track faculty member whose specialty is African art and material culture. That individual is a distinguished scholar from West Africa and will begin teaching in the 2022-2023 academic year. The Department also hired two new tenure-track professors—one in Product Design and one in Time-Based Media. The additional media representation addresses an important curricular need and student demand for studio classes as well as linking Art Studio directly with the IDEAS minor. | 4 2014 |
| 2 The program discusses what they have observed with their majors collectively at the end of each academic year. The faculty also hold an annual Senior Honors Colloquium, which meets two times a year to assess the work of students completing senior theses. | | |

ASTRONOMY [/art/ugrd-arst/#additionalinformationtext](#)

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| 1 Students' grades, and their participation and presentations in weekly research (ASTR 431) and pedagogical (ASTR 430) seminars, their performance in the required capstone, and their job/grad school placement. | 3 The department continually updates its advanced courses to ensure students are developing knowledge and skills in both foundational and specialized topics. The department has recently started discussing the need for increased focus on technical writing skills and whether this should be addressed through a new course or in some other way. | 4 2007 |
| 2 The full faculty regularly discuss the advancement of the majors through the curriculum. The Chair takes responsibility for leading this discussion, but it often arises naturally in discussions of the year-end awards for undergraduates, and TA and CA assignments. | | |

BIOLOGY [/biol/ugrd-biol/#additionalinformationtext](#)

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| 1 Most recently, the department mapped their curriculum by asking Biology faculty members to score their Biology courses that count toward the major for the core aspects of skills and knowledge that constitute the department's learning goals. The scoring data was correlated with individual students' trajectories through the biology curriculum, as seen by their transcripts, allowing the department to see what learning goals students were getting strong exposure to (and which they were not). | 2 A subcommittee conducted and organized the curricular mapping exercise and the transcript analysis presented the results to the department. | 4 2022 |
| | 3 The scoring data for Biology courses will be used to add information to the course descriptions in CourseLeaf and WesMaps about which learning goals the course addresses. Biology majors will be able to use this information in selecting their courses and advisors will be able to use this information in conversations with their advisees. | |

CHEMISTRY [/chem/ugrd-chem/#additionalinformationtext](#)

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| 1 The department relies on the capstone experiences for majors to assess outcomes (either an honors thesis or an independent project in Integrated Laboratory (Chem 375/376)). In AY18-19, IR conducted senior exit interviews of majors. In AY19-20, a subgroup of the department worked with IR to conduct an assessment of their Chemical Safety Badge, both by surveying current students and speaking with alumni. Another faculty surveyed her students to examine experiences related to equity and inclusion. | 2 Each year in April the chemistry faculty meets collectively to make prize and award decisions, and they discuss the majors' records in a holistic way. | 4 2022 |
| | 3 The department has been working to include elements of the safety badge earlier in the curriculum. Some faculty are keeping certain pedagogical elements that arose during COVID: specifically, providing pre-recorded lecture material and online office hours. | |

CLASSICAL STUDIES under construction

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| 1 Upon Declaration of the major, students fill out a Major Declaration form together with their advisor. This form asks them to reflect upon the skill sets and research questions they'd like to focus upon, to select one of the three concentrations within the major, and to plan a path through the available courses that will allow them both to fulfill the major requirements and meet their stated goals. During their last semester, majors revisit this form and write a reflection essay in which they assess their own trajectory through the major. | 3 In response to disciplinary shifts, the department condensed its two separate majors (Classical Civilization and Classics) into one major in Classical Studies, which allows students to pursue one of 3 concentrations: Literature & Performance, History, Politics, & Social Justice, or Archaeology & Archaeological Science. In so doing it increased the number and types of courses, and has adjusted its language courses, to ensure that the entire curriculum contributes to one of these three concentrations. The Department has also added three new FYs. After experimenting with a newly conceived etymology course and half-credit CLAC (Cultures and Languages Across the Curriculum) courses, we have also instituted a half-credit language course that allow students to engage with more varied materials on the higher language levels. | 4 2017 |
| 2 Once the department has received all the forms from the newly-declared majors and graduating seniors the faculty discuss them in a departmental meeting, usually at the beginning of the academic year, and consider how best to implement the findings. | | |

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COLLEGE OF EAST ASIAN STUDIES [/ceas/ugrd-ceas/#additionalinformationtext](#)

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| <p>1 The College reviews major/minor declarations, student enrollments, and the information collected from its senior exit survey. IR also conducted focus groups with students and faculty in CEAS AY18-19, as the College was preparing its self-study.</p> <p>2 The Chair interprets the results and circulates a draft of the annual report to faculty. Those who have comments submit them via email. During the self-study process, CEAS held a retreat.</p> | <p>3 CEAS has made a number of significant curricular changes primarily designed to: (a) increase access to the major, (b) reflect the shift in our student and faculty population from majority White to majority Asian heritage (i.e., move away from a study of the other to a curriculum that is more dynamic and regionally focused rather than country-focused), and (c) enhance the growing role of Korean studies in the CEAS curriculum. These have included streamlining their concentrations from 6 to 4 and the -pre-modern requirement from 2 to 1, changing the timing of the pro-seminar from spring of sophomore year to fall and changing the study abroad requirement to an expectation.</p> | <p>4 2020</p> |
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COLLEGE OF INTEGRATED SCIENCES [/cis/ugrd-cis/#additionalinformationtext](#)

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| <p>1 CIS is young, so there are few majors thus far. The College currently relies on conversations with students. However, IR has also worked with CIS to revise the survey that is distributed to students participating in summer research on campus.</p> <p>2 The director along with the individual instructors review assessment materials. The College reviews major/minor declarations, student enrollments, and holds a year-long seminar as a capstone experience for CIS seniors which culminates in presentations to (and feedback from) faculty and students.</p> | <p>3 The College is currently working to address suggestions made by students to provide more cohesion to the experience of majors in their junior and senior years (perhaps a student forum led by senior students).</p> | <p>4 new</p> |
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COLLEGE OF LETTERS [/col/ugrd-col/#additionalinformationtext](#)

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| <p>1 Students' mastery of both the material and the prerequisite methodological skills to engage with it are assessed in the form of a written evaluation submitted to the individual student and the department chair after each colloquium. An external assessment takes place every year during a cohort's junior year, when all students in that year take their Junior Comprehensive exams. These exams are administered and graded by outside examiners selected by the Director in consultation with the COL faculty. Senior theses are read and graded by two professors other than the thesis advisor, one inside and one outside the COL. Honors essays are evaluated by a reader who is not the thesis advisor. Also, in AY21-22, IR conducted interviews with prospective and actual COL majors to study the experience of successful and/or unsuccessful recruitment into the major.</p> | <p>2 At the end of the summer and before the start of the fall semester, the department typically meets for a retreat to discuss lessons from the previous year and the junior comprehensive examiners' report on our program. In August 2021, COL conducted a full one-day retreat off-campus to survey how they are currently running the major and the ways they might want to change it. At the end of each academic year, the COL faculty meet to review our seniors' overall performance in the major to confer Departmental Honors.</p> <p>3 The College has shifted its application process to a major declaration process, which includes an updated application form (with the removal of outdated questions), asking students to discuss their plan for language study (since the language requirement is the biggest barrier for many COL prospective majors), and assigning each prospective major a provisional advisor to guide them. To assist students in financial need who come to Wesleyan with little or no experience in learning a foreign language, or who require remedial language instruction in order to qualify for a study abroad program in their junior year, the College is currently piloting a new grant program that provides funding for students to receive immersive language instruction over the summer between their first and sophomore years.</p> | <p>4 2013</p> |
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COLLEGE OF SOCIAL STUDIES [/css/ugrd-css/#additionalinformationtext](#)

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| <p>1 At the end of the semester the instructor provides each student an assessment of the quality of their work, including writing and participation in class. At the end of each trimester, the tutorial instructor provides a written evaluation for each student based on performance over the eight-week session. In the spring term, each student is evaluated by external examiners on the entire work in the three tutorials and the colloquium. The examiners are invited to comment on the strengths and weaknesses of the program as a whole, and to provide suggestions about changes that could strengthen the curriculum. Seniors enroll either in two thesis tutorials, resulting in a senior thesis that is evaluated by the tutor, and two additional readers one of whom is not a CSS tutor or in a one-credit individual tutorial resulting in a senior essay that is evaluated by the advisor and reviewed by the Co-Chairs.</p> | <p>2 The comments from the examiners who review the comprehensive exam are made and discussed at a meeting of the examiners and the CSS faculty, and have often led to changes in the program. More generally, evaluations of students are tracked throughout the year by the Administrative Assistant and the Co-Chairs. In addition, any concerns that the tutors have about individual students are discussed at tutors' meetings held throughout the year.</p> <p>3 The College recently adapted the material in the Sophomore Economics Tutorial starting this academic year to allow more flexibility than has been available in the past due to its previous strong focus on the History of Economic Thought. The focus this year is on the nexus between economic thought and public policy.</p> | <p>4 2019</p> |
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COMPUTER SCIENCE [/math/ugrd-comp/#additionalinformationtext](#)

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| 1 Regular conversations with students, e.g., in advising meetings, about their progress on the different learning goals. One issue this has revealed is students feeling like the creation goal is not supported well enough in course offerings. They intend to start asking seniors to fill out an exit survey to learn more about how they feel the major is and is not serving them well. | 3 At the service course level, they have experimented with varying the lecture size, but always ensuring that labs are limited to a small number. They have also started introducing new courses that emphasize aspects of computing other than programming in order to broaden their appeal and applicability to students who don't need in-depth programming skills. At the major level, they have changed the requirements from being based on specific courses to being based on taking courses in required areas (e.g., instead of requiring COMP 331, Computer Structure and Organization, they require any course that is categorized as a Systems core area course). They have also been using our hiring of TT and visitors to offer more applied 300-level courses such as Network Science, Software Engineering, Artificial Intelligence, and Information Security. | 4 2021 |
| 2 Permanent faculty discuss the major requirements and course offerings regularly with each other. | | |

DANCE [/danc/ugrd-danc/#additionalinformationtext](#)

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| 1 Students are required to successfully complete a senior capstone. Junior year majors submit a written research proposal to request senior essay or honors thesis, which is reviewed and voted on by core faculty. All students complete either the project or the thesis. The department also tracks the accomplishments of its alumni, via surveys and social media. Also, in AY18- 19, IR conducted focus groups with majors and minors. | 3 In 2018-19 the department revised the curriculum and designed a new Dance Minor to address the shifting needs and interests of their students. Removing the required progression in their composition courses—in order to allow students to take those courses in any sequence—resulted in a much broader range of experience within each class, making it difficult to manage the various levels fairly. As a result, they are considering requiring a prerequisite for the Composition course that takes place on the CFA Stage. Careful individualized advising has become more crucial, as the students now have a broader range of curricular options and trajectories available to them. Faculty are working closely with one another to understand the specific content of each course, in order to help each student develop their unique, coherent and appropriate progression of courses. | 4 2022 |
| 2 The entire faculty is involved in the evaluation process of the senior capstones. The analysis of the curriculum occurs in the context of faculty steering committee meetings scheduled approximately every 3 weeks. | | |

EARTH AND ENVIRONMENTAL SCIENCES [/ees/ugrd-ees/#additionalinformationtext](#)

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| 1 Most recently, IR conducted surveys and focus groups in the two courses required of all majors: the sophomore field course and the senior seminar. Both surveys asked students about their initial intended major, EES gateway courses, and goals for the major. Additionally, sophomores answered questions about future interesting courses and questions they have about the major. Seniors provided feedback on courses, the department colloquia, future career plans, and useful information that incoming majors or the faculty should know. | 2 IR analyzed the data and shared the results with the entire department. The department reviewed the results at a summer retreat. | 4 2016 |
| | 3 The department is considering changes, including: changing their gateway class requirement, offering an EES minor, modifying their ancillary requirements, revamping the colloquium structure, and changing the content of the Sophomore and Senior Seminar classes. | |

ECONOMICS [/econ/ugrd-econ/#additionalinformationtext](#)

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| 1 Econ's curriculum is hierarchical in structure, such that the 300-level electives presume knowledge of the material taught in their three core courses, 300 (quantitative methods), 301 (microeconomic analysis), and 302 (macroeconomic analysis). In principle (and typically in practice) these electives require students to execute an independent research project using the analytical methods conveyed in these courses. Thus, passing these courses provides evidence of successful learning outcomes for material taught in 300-302. On the other hand, it remains difficult to contemplate any broad-based assessment initiative given our heavy teaching and advising loads and the additional demands on faculty time and effort that these entail. IR has tried to assist. Econ's commissioned IR to conduct focus groups with students in AY17-18 and AY18-19. | 2 No information at this time. | 4 2018 |
| | 3 The department developed a proposal for a new Professorship of the Practice that would primarily involve teaching half-credit courses in mathematical tools for economists and (especially) introductory probability and statistics. The availability of these new courses would improve student preparation for the department's calculus-based gateway introductory course, 110, and make it possible to devote a greater portion of their quantitative methods course, 300, to teaching relevant tools of econometric analysis. | |

COLLEGE OF EDUCATION STUDIES [/edst/ugrd-edst/#additionalinformationtext](#)

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| 1 CES is a brand new College and major and so they do not yet have a way to assess the effectiveness of these activities. They can characterize in detail the curriculum that was delivered, and students' positive engagement with the curriculum, but not their learning from the curriculum. Going forward, they aim to develop a more holistic framework for assessing student learning in Education Studies. | 3 In response to faculty observations of CES students, the College's faculty have a) provided feedback to its faculty about misconceptions that might have arisen in their courses; b) revised the curriculum to better differentiate 200- and 300-level courses; and c) revised the curriculum to better differentiate 200-level courses from each other. | 4 new |
| 2 The Core faculty regularly discussed curricular updates, experiences, and impressions at their meetings. | | |

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ENGLISH [/engl/ugrd-engl/#additionalinformationtext](#)

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| 1 The department typically conducts mandatory assessment surveys of both incoming and outgoing majors. | 3 Our new curriculum has just been implemented as a response to previous full-faculty discussions of student assessments. This new curriculum does away with the confusing and ineffectual system of concentrations; it puts race and difference at the core rather than in a subsection of our offerings; it institutes a new Creative Writing requirement along with Theory and Literary Histories/Geographies. In the new curriculum, each student will complete either a Creative Writing or a Literature path. | 4 2006 |
| 2 No information at this time. | | |

ENVIRONMENTAL STUDIES [/envs/ugrd-envs/#additionalinformationtext](#)

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| 1 Three faculty met with two focus groups of six to eight graduating senior majors to discuss the ENVS linked major and their experiences. The College also carefully monitors course evaluations and students' performance on capstone projects. | 2 The Faculty Education Committee reviews the outcome of student capstones. The chair reviews course evaluations. | 4 2020 |
| | 3 The College is finding ways of offering more smaller sections of the required courses in order to increase the ability of students to engage with the material through discussion. | |

FEMINIST, GENDER, AND SEXUALITY STUDIES [/fgss/ugrd-fgss/#additionalinformationtext](#)

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| 1 The senior project (capstone) typically emerges from the student's work in the courses of the concentration—either an essay or a thesis. The reading of the senior projects by faculty members comprises the core of the department's assessment of the learning outcomes of their students' work in the major. The presentation of these projects at the end of the year is an additional opportunity to assess their work. | 3 In recent years, an application form has been used for all seniors prior to the start of their capstone projects. The form is reviewed by the chair and the instructor for the senior seminar, which helps to ensure that the projects are sound. In addition, the assessment of capstone projects (essays) is now distributed to a broader number of faculty beyond the senior seminar instructor when needed — for example when the instructor's area of expertise does not suit the essay project, or when the number of essay writers is too high for thorough assessment by one instructor. | 4 2009 |
| 2 The faculty member who teaches the Senior Seminar is assigned to read and evaluate the FGSS essays. A separate tutor along with two additional readers read and evaluate theses. | | |

COLLEGE OF FILM AND THE MOVING IMAGE [/film/ugrd-film/#additionalinformationtext](#)

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| 1 The College's faculty regularly visit and observe each other's courses, host discussions about the curriculum with the graduating seniors, and stay in contact with alumni. In AY20-21, IR presented the College with demographic trends in Film's enrollment numbers. In AY21-22, IR conducted interviews with graduating seniors. | 3 The College is working to recruit more students of color and first-generation students to the Major through efforts like their First Things Film seminar, which is intended for first-generation students. They are reviewing all of our student policies with a view to equity and inclusion. The College's newest faculty have introduced new courses that have expanded the curriculum in important ways, including Introduction to Indian Cinema and Cinema and City in Asia. In AY19-20, the College simplified the major requirements, removing the long-standing distinctions between the way credit was granted for studies versus practicum courses. The faculty are considering a 3- year model along the lines of CSS and COL. | 4 2021 |
| 2 The combined faculty judge senior theses for honors by engaging in thorough discussion and blind balloting. These procedures give the College a clear view of how well they are meeting their pedagogical goals. | | |

GERMAN STUDIES [/grst/ugrd-grst/#additionalinformationtext](#)

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| 1 The department administers oral exams based on ACTFL's national standards for students who study Beginning German. | 3 The department has developed several modules that include minorities for all GRST language classes. These modules include, for example, Afro-Germans, members of the LGBTQ community, refugees, and migrants. The department also now allows GRST 211 to be counted as one of the nine required courses for the GRST major and one of the six required courses for the GRST minor. | |
| 2 No information at this time. | | |

GOVERNMENT [/govt/ugrd-govt/#additionalinformationtext](#)

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| 1 In AY17-18, the department conducted a climate survey of its majors. One purpose of the survey was to find out whether students who had selected the major were satisfied with their choice. Another purpose was to find out whether the Government major is sufficiently inviting to women and students of color. These results were reviewed alongside the department-specific results from the Senior Survey conducted by IR of all graduating seniors across the institution. | 3 The department recently reduced the enrollment limit for upper level non-seminar courses from 25 to 19, in order to provide a more active learning experience for our students and to bring the size of our classes into closer alignment with classes in the University generally. The limit for our introductory classes continues to be 35, and for seminars 12 to 15. | 4 2017 |
| 2 The survey results were reviewed by a subcommittee of faculty in the department who were charged with its administration. | | |

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HISTORY [/hist/ugrd-hist/#additionalinformationtext](#)

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| <p>1 The department assesses the required junior colloquium HIST 362: Contemporary Historiography, of which three sections are offered during the fall semester. The course is designed to introduce the majors to a range of issues, debates, and critical practices that emerge in undertaking historical research. HIST 362 has often been considered a barometer for ascertaining the satisfaction of the majors with the history major. For this reason, the department is very responsive to the students' evaluations of the course. In AY19-20, IR conducted interviews with graduating seniors.</p> <p>2 The evaluation occurs during a department meeting of all the faculty in residence and the discussion is led by the three professors currently teaching the class. The course instructors convey the curricular changes that have occurred since the previous fall when the course was offered.</p> | <p>3 The curriculum committee designed a new set of requirements for the major which the department approved. The requirements of the major have not changed in terms of the total number of courses or the number of courses at each level (150+, 200+, 300+) but the roadmap through the major has been simplified. The main goal of the proposed reform is to make History's major requirements and curriculum as clear and straightforward as possible to students and faculty alike. The department has likewise adjusted the minor requirement to make them align with the major.</p> | <p>4 2016</p> |
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LATIN AMERICAN STUDIES [/last/ugrd-last/#additionalinformationtext](#)

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| <p>1 The required research paper, thesis or senior essay for majors is read, commented and approved by a faculty member who is formally affiliated with the Latin American Studies Program.</p> <p>2</p> | <p>3 Beginning in AY20-21, the research requirement is now due on the first day of classes of the spring semester of the LAST major's senior year. Also beginning in AY20-21, to stand for Honors in LAST, a major's thesis tutor must be affiliated with the LAST program, and the major by the end of his or her sixth semester must have achieved a 90.00 or higher university Grade Point Average and must have completed Stage I of the General Education Expectations.</p> | <p>4 small</p> |
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MATHEMATICS [/math/ugrd-math/#additionalinformationtext](#)

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| <p>1 At the end of each year, the department asks the Mathematics majors to complete an online survey, which asks them to reflect on how well they met the learning goals outlined on the department's website. Individual faculty members discuss these issues with their advisees throughout the academic year.</p> <p>2 The chair of the department reviews the survey results over the summer, and writes a report for the mathematics faculty. The results are then discussed at a meeting of the mathematics faculty in the fall semester. At the meeting, individual faculty report on the experiences of their advisees.</p> | <p>3 The department has changed how they offer required courses. Both MATH225 and MATH261 are required for the mathematics major. They are each now offered every semester instead of only in the fall (MATH261) and only in the spring (MATH225). This change has placed additional pressure on our staffing, but our majors are much happier with the change. Another pressure on staffing is that they have had to offer more sections of Discrete Math, MATH228, due to the rise in the number of Computer Science majors. The mathematics faculty have added variety to our major offerings. They ran Algebraic Topology (MATH245) for a second time in Fall 2020 and offered Algebraic Geometry (MATH264) for a second time in Spring 2021. They will offer a new major course, Euclidean and Non-Euclidean Geometry (MATH284) in Spring 2023. They have also offered two new introductory courses. These are Mathematical Deduction with Calculus (MATH 123F), in Pre-matric 2020 and 2021 and Spring 2023 and Analytical Statistics (MATH133) in Fall 2020.</p> | <p>4 2021</p> |
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MEDIEVAL STUDIES [/mdst/ugrd-mdst/#additionalinformationtext](#)

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| <p>1 No information at this time.</p> <p>2 No information at this time.</p> | <p>3 No information at this time.</p> |
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MOLECULAR BIOLOGY & BIOCHEMISTRY [/mbb/ugrd-mbb/#additionalinformationtext](#)

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| <p>1 In previous years, the department has conducted a pre-test/post-test with students, but have struggled with the response rate. It has recently transitioned to a process of tracking the course pathways and accomplishments of its majors and alumni, in the hopes that this will permit its faculty to correlate choices their majors make within the MB&B major with overall success, measured in terms of University and national awards/recognition, research success (theses, authorships on papers, etc.), and professional progression (admission into top medical/graduate schools, placement within biotechnology industries, etc.).</p> | <p>2 Our faculty on the Assessment Committee look over the data collected and interpret it. The Committee presents its report at a departmental faculty meeting, and the results are discussed and further interpreted, and useful information is used to guide our curriculum and major policy going forward.</p> <p>3 The department has just undertaken this new assessment method, so there are no changes to report at this time.</p> | <p>4 2013</p> |
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MUSIC [/music/ugrd-music/#additionalinformationtext](#)

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| <p>1 Information regarding curricular effectiveness is largely reviewed through capstone projects. Because the range of study within the department is so diverse, individual meetings with students are conducted through advising and senior projects, and then discussed through committee and meetings.</p> <p>2 These capstone results are interpreted by a committee who evaluates student projects, and by the department faculty who report on and discuss student projects and performances during department meetings. Additionally, the department's faculty committees meet and make constant tweak adjustments from beginning of Fall to end of Spring semesters.</p> | <p>3 The department's curriculum committee is involved in ongoing evaluation of our 100 level courses. They have reorganized the numbering of certain FYs (First-Year Seminar) and introductory courses and evaluated their relationship to fulfilling requirements for completing the major.</p> | <p>4 2015</p> |
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NEUROSCIENCE & BEHAVIOR [/nsb/ugrd-nsb/#additionalinformationtext](#)

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| <p>1 The department recently analyzed major certification forms for NS&B majors in the classes of 2019–2022, looking for common patterns for the foundation courses, and looked to see whether there were any differences in grades in NS&B 213 as a function of sequence.</p> <p>2 The core NS&B faculty reviewed the data collected from the certification forms.</p> | <p>3 Based on the data from the certification forms, the department is updating its guidance to recommend flexibility based on students' high school science experiences. They are also searching for more ways to expose students to the methods that are specific to neuroscience research (expanding # of research tutorials and courses, etc.)</p> | <p>4 2011</p> |
|---|--|---------------|

PHILOSOPHY [/phil/ugrd-phil/#additionalinformationtext](#)

- | | | |
|--|--|---------------|
| <p>1 Faculty's observations of students' performance and experience in philosophy courses. The department also tracks the number of students who are following the new social justice track.</p> | <p>2 In the department's Progress Review of majors — an annual practice the philosophy faculty have recently implemented — all department faculty meet together (ideally for about two hours' worth of meeting time in September) to share faculty and advising perspectives.</p> <p>3 The department added a social justice track a few years ago and approved a concentration for the BLS program.</p> | <p>4 2022</p> |
|--|--|---------------|

PHYSICS [/phys/ugrd-phys/#additionalinformationtext](#)

- | | | |
|---|--|---------------|
| <p>1 The department follows student performance in first-year courses, PHYS111-112, Introductory Physics I & II, and PHYS 113-116, General Physics I & II, with pre-test and post-test conceptual assessment tools developed by the community of physics education research (PER) faculty nationwide. Along with the tests, the regimen includes accompanying student surveys. These tests have been a valuable indicator of success in the first-year courses. The surveys provide additional feedback complementing the student evaluations.</p> <p>2 The department discusses the general state of its curriculum and issues pertaining to the structure of the major curriculum at their annual retreats, at which the physics faculty formally communicate their general observations of student performance across the curriculum and discuss which skills need more attention in the prerequisite-levels. All of this is taken in the context of the usually well-established physics textbooks chosen by the instructors, targeted for students in these courses.</p> | <p>3 The department is slowly moving away from the traditional lecture format for its classes. This commitment was regularized in first-year courses with the addition of two PoPs in the fall 2018. Their primary charge was to implement and assure a continuity of best practices in these courses. Documented success and increased awareness of PER has motivated other faculty to try some of the same techniques, which include quizzes followed by discussion; pre-class assignments motivating in-class discussion; and in-class problem-solving.</p> | <p>4 2015</p> |
|---|--|---------------|

PSYCHOLOGY [/psyc/ugrd-psyc/#additionalinformationtext](#)

- | | | |
|--|---|---------------|
| <p>1 In AY17-17, IR worked with psychology to examine how students explore ambiguous situations by seeing what questions they ask when confronted with various scripted scenarios (e.g. the "Questions Not Answers" (QnA) project). Twenty psychology majors were recruited to participate. More recently, in preparing their self-study for external review, the department surveyed juniors and seniors about their motivation for declaring psychology and about their experience in the major.</p> | <p>2 The results of the QnA pilot were presented by IR at a department meeting. The department held a retreat in December 2021 to discuss the curriculum, as well as the results of the student survey.</p> <p>3 The department is in the midst of a self-study to be completed in Fall 2022.</p> | <p>4 2022</p> |
|--|---|---------------|

PROGRAM Location of published learning outcomes for this level or program: [catalog.wesleyan.edu/departments/...](https://catalog.wesleyan.edu/departments/)

- | | | |
|---|--|------------------------------|
| 1 Data/evidence used to determine that graduates have achieved the stated outcomes for the degree | 2 Who interprets the evidence? What is the process? | 4 Most recent program review |
| | 3 Changes made as a result of using the data/evidence. | |

RELIGION [/reli/ugrd-reli/#additionalinformationtext](#)

- | | | |
|--|---|--------|
| 1 Every year graduating seniors write a capstone reflection (REL 404) in which they select three papers over the course of the major and reflect on their growth as scholars. In AY20-21, IR conducted a meta-analysis of the portfolios of seniors from the classes of 2017, 2018, and 2019. In AY21-22, IR also began to conduct micro surveys in intro religion courses to better understand what motivates students to take a religion class, what they gain from the experience, and what their intentions are for majoring and minoring. The surveys will continue to be administered through the next year. | 2 In a typical year, the student reflections from the portfolios are divided between faculty for review. In AY20-21, IR shared the results of its meta-analysis with the entire department. | 4 2008 |
| | 3 No information at this time. | |

ROMANCE STUDIES [/rlan/ugrd-rmst/#additionalinformationtext](#)

- | | | |
|---|--|--------|
| 1 The faculty rely on observations of students' performance in class and on language exams, and regularly monitors course enrollments and waitlists. | 3 The department recently changed the enrollment limit for course sections from 18 to 15. They did this to help meet their learning goals for all course levels better, with the lower enrollment limit allowing students greater opportunities to work on their speaking and listening skills, formal components of language learning, and to assimilate and engage critically with foreign-language content. | 4 2011 |
| 2 The department's faculty members customarily carry out informal assessments at our biweekly department meetings and monthly section meetings, assessments pegged to the learning goals specified for their students and majors. | | |

ROMANCE STUDIES—HISPANIC LITERATURES AND CULTURES [/rlan/ugrd-hisp/#additionalinformationtext](#)

- | | | |
|------------------------|---|--------|
| 1 See Romance Studies. | 3 See Romance Studies. Also, Spanish discussed the pressing need for a new permanent position in Latin American Literatures and Cultures. They are delighted that ACAF authorized a visitor in this area and will continue to discuss the possibility of a TT position in the same field. | 4 2011 |
| 2 See Romance Studies. | | |

ROMANCE STUDIES—ITALIAN STUDIES [/rlan/ugrd-itst/#additionalinformationtext](#)

- | | | |
|------------------------|---|--------|
| 1 See Romance Studies. | 3 See Romance Studies. Also, an Italian faculty member created and taught a new CLAC class for 0.5 credit, ITAL 220: Italian Gaming Lab: Project-Based, Gameful Pedagogy for Language Learning. The course was successful and will be offered again next Spring; the Italian section will experiment further with CLACs in the Fall of 2020 with ITAL 245: Not Just Neorealism: Italian Cinema, Its History and Politics. | 4 2011 |
| 2 See Romance Studies. | | |

ROMANCE STUDIES—FRENCH STUDIES [/rlan/ugrd-frst/#additionalinformationtext](#)

- | | | |
|------------------------|--|--------|
| 1 See Romance Studies. | 3 See Romance Studies. Also, two years ago, the French section created a new intensive track, FR110, which allowed students to finish the equivalent of FR111 and FR112 in one semester. French has now assessed the viability of this class and decided to go back to a two-semester format because the results were underwhelming. Students who came directly from this class were generally less prepared than those who took the whole year to do the same work. French also redesigned FR101 and FR111. The section plans to revamp the rest of its language offerings in the future. | 4 2011 |
| 2 See Romance Studies. | | |

RUSSIAN, EAST EUROPEAN & EURASIAN STUDIES [/rees/ugrd-rees/#additionalinformationtext](#)

- | | | |
|--|--|--|
| 1 The department reviews students' individual progress in the major through specific courses. Also, in 2019, IR conducted a survey of majors and minors. | 3 New courses have been added in gender, sexuality and film, as well as the music of central Asia, and the department has also introduced multiple Cultures and Language Across the Curriculum (CLAC) courses in recent years. | |
| 2 REES is a very small program, so the faculty are able to stay in close touch with each of their majors to monitor their individual progress. REES' professor of the practice reviews students' progress in first- and second-year Russian. | | |

SCIENCE IN SOCIETY catalog.wesleyan.edu/departments/sisp/ugrd-sisp/#additionalinformationtext

- | | | |
|---|---|--------|
| 1 SISP students are asked to complete a reflection about their experience in the major, discussing what they have accomplished as a result of their time in SISP. In AY19-20, IR conducted a meta-analysis of the student reflections and gave a report to the program. | 2 Due to the pandemic, the department has not had the opportunity to review the results of the meta-analysis. | 4 2012 |
| | 3 None at this time. | |

PROGRAM Location of published learning outcomes for this level or program: catalog.wesleyan.edu/departments/...

- | | | |
|---|--|------------------------------|
| 1 Data/evidence used to determine that graduates have achieved the stated outcomes for the degree | 2 Who interprets the evidence? What is the process? | 4 Most recent program review |
| | 3 Changes made as a result of using the data/evidence. | |

SOCIOLOGY [underconstruction](#)

- | | | |
|---|--|--------|
| 1 Sociology majors are required to complete either an Advanced Research Seminar or an honor's thesis for their senior capstone. | 2 Normally, all department faculty meet to discuss top student performances across these two options and decide to award students based on the quality of their research and their overall performance in the seminar. | 4 2015 |
| | 3 The department is currently reviewing the capstone and other major requirements. | |

THEATER [/thea/ugrd-thea/#additionalinformationtext](#)

- | | | |
|--|--|--------|
| 1 Student learning outcomes in theater are assessed by observing students in the process of designing, constructing, rehearsing and performing their work. Juniors submit proposals for capstone projects or honors theses that include written research components. | 3 Newly implemented major requirements now give students more flexibility as they navigate their path through the department's course offerings. In response to student dissatisfaction with faculty turnover, the department hired two new tenure-track faculty. In response to student requests for more opportunities to work with faculty of color, one faculty member undertook a major initiative to bring an African-American alumna to campus to teach a course that resulted in a radio play broadcast on WESU radio. She also developed a new FYS seminar on Anticolonial Performance Practices. | 4 2022 |
| 2 All faculty read and discuss capstone and thesis proposals and note the revisions that students are required to submit before their proposals are approved. Faculty advisors attend rehearsals of these projects during the senior year and report regularly to the full faculty on the progress of students during department meetings. Teams of three faculty members evaluate each honors thesis and discuss results with the full faculty. | | |

BACHELOR OF ARTS IN LIBERAL STUDIES wesleyan.edu/bls/academics.html

- | | | |
|---|--|-----------------------------|
| 1 The BLS Faculty Governing Board reviews student records and confirms that students have completed the distribution requirements for their major or concentration. | 2 The BLS Faculty Governing Board reviews student transcripts. | 4 scheduled for 11/14-15/22 |
| | 3 This is a brand new program. We anticipate changes in the next few years as we analyze student progress. | |

MA PROGRAMS

ASTRONOMY wesleyan.edu/astro/grad-program/

- | | | |
|--|----------------------------|--------|
| 1 Thesis and defense. | 3 No changes at this time. | 4 2007 |
| 2 A faculty committee evaluates the candidate's performance. | | |

BIOLOGY wesleyan.edu/bio/graduate/

- | | | |
|--|----------------------------|--------|
| 1 Thesis and defense. | 3 No changes at this time. | 4 2022 |
| 2 A faculty committee evaluates the candidate's performance. | | |

CHEMISTRY [/chem/grad-chem-ma/](#)

- | | | |
|--|----------------------------|--------|
| 1 Thesis and defense. | 3 No changes at this time. | 4 2022 |
| 2 A faculty committee evaluates the candidate's performance. | | |

COMPUTER SCIENCE wesleyan.edu/mathcs/graduate/

- | | | |
|--|--|--------|
| 1 Thesis and defense. | 3 The candidate passes and achieves the MA or fails and does not receive a graduate degree based on their written thesis and performance during the defense. | 4 2011 |
| 2 A faculty committee evaluates the candidate's performance. | | |

EARTH AND ENVIRONMENTAL SCIENCES wesleyan.edu/ees/graduate/

- | | | |
|--|--|--------|
| 1 Research proposal, written qualifying exam, thesis committee meetings, thesis and defense. | 2 A faculty committee evaluates the candidate's performance. | 4 2016 |
| | 3 No changes at this time. | |

MATHEMATICS wesleyan.edu/mathcs/graduate/

- | | | |
|--|--|--------|
| 1 Thesis and defense. | 3 The candidate passes and achieves the MA or fails and does not receive a graduate degree based on their written thesis and performance during the defense. | 4 2021 |
| 2 A faculty committee evaluates the candidate's performance. | | |

MOLECULAR BIOLOGY & BIOCHEMISTRY wesleyan.edu/mbb/grad_studies/

- | | | |
|--|----------------------------|--------|
| 1 Thesis and defense. | 3 No changes at this time. | 4 2013 |
| 2 A faculty committee evaluates the candidate's performance. | | |

PROGRAM Location of published learning outcomes for this level or program: [catalog.wesleyan.edu/departments/...](https://catalog.wesleyan.edu/departments/)

- | | | |
|---|--|------------------------------|
| 1 Data/evidence used to determine that graduates have achieved the stated outcomes for the degree | 2 Who interprets the evidence? What is the process? | 4 Most recent program review |
| | 3 Changes made as a result of using the data/evidence. | |

MUSIC wesleyan.edu/music/graduate/

- | | | |
|--|----------------------------|--------|
| 1 Thesis and defense. | 3 No changes at this time. | 4 2015 |
| 2 faculty committee evaluates the candidate's performance. | | |

NEUROSCIENCE & BEHAVIOR wesleyan.edu/nsb/fiveyearprogram.html

- | | | |
|--|----------------------------|--------|
| 1 Thesis and defense. | 3 No changes at this time. | 4 2011 |
| 2 A faculty committee evaluates the candidate's performance. | | |

PHYSICS wesleyan.edu/physics/graduate/

- | | | |
|--|----------------------------|--------|
| 1 Thesis and defense. | 3 No changes at this time. | 4 2015 |
| 2 A faculty committee evaluates the candidate's performance. | | |

PSYCHOLOGY wesleyan.edu/psychology/graduate/

- | | | |
|--|----------------------------|--------|
| 1 Thesis and defense. | 3 No changes at this time. | 4 2022 |
| 2 A faculty committee evaluates the candidate's performance. | | |

MASTER OF ARTS IN LIBERAL STUDIES wesleyan.edu/masters/degree-pgms/mals.html

- | | | |
|--|---|-----------------------------|
| 1 Optional capstone. We closely monitor students' individual progress through their academic career, with milestone reports and advisor meetings each term. In 2022, we surveyed current students, asking them about their academic experience in the program. | 2 GLS student advisors have advanced degrees in education (one EdD and one MA in Education) which allows them to make informed decisions about student progress, advising and support. GLS is a small program (it has its own curriculum selected by the faculty advisory committee and approved by the provost). We maintain close contact with the instructors of GLS courses, as well as capstone advisors, to offer specialized support to them and to their students where needed. GLS instructors and GLS student advisors report to the GLS director, who reviews curriculum and student progress. | 4 scheduled for 11/14-15/22 |
| | 3 GLS is currently piloting a research methodology course in the curriculum. | |

MASTER OF PHILOSOPHY IN LIBERAL ARTS wesleyan.edu/masters/degree-pgms/mphil.html

- | | | |
|--|---|-----------------------------|
| 1 MPhil thesis and colloquium presentation before the faculty committee, and thesis review by the program director. In addition, we closely monitor students' individual progress through their academic career, with milestone reports and advisor meetings each term. In 2022, we surveyed current students, asking them about their academic experience in the program. | 2 Thesis committee faculty report to the program director. In addition, GLS student advisors have advanced degrees in education (one EdD and one MA in Education) which allows them to make informed decisions about student advising and support. GLS is a small program (it has its own curriculum selected by the faculty advisory committee and approved by the provost). We maintain close contact with the instructors of GLS courses, as well as thesis advisors and readers, to offer specialized support to them and to their students where needed. GLS instructors and GLS student advisors report to the GLS director, who reviews curriculum and student progress. | 4 scheduled for 11/14-15/22 |
| | 3 GLS is currently piloting a research methodology course in the curriculum. | |

PHD PROGRAMS

BIOLOGY wesleyan.edu/bio/graduate/

- | | | |
|---|----------------------------|--------|
| 1 Qualifier exam and dissertation. | 3 No changes at this time. | 4 2022 |
| 2 The qualifier examination is administered by four faculty members of the department (or associated departments and including the advisor), chosen by the student and his or her research advisor. The examining committee includes the research advisor and one member whose research field is clearly outside the student's area of special interest. The thesis and its defense is evaluated by the student's thesis committee. | | |

CHEMISTRY [/chem/grad-chem/#overviewandrequirements](https://chem/grad-chem/#overviewandrequirements)

- | | | |
|--|--------------------------------|--------|
| 1 15 elementary and 7 advanced progress exams, dissertation and defense. | 2 No information at this time. | 4 2022 |
| | 3 No changes at this time. | |

PROGRAM Location of published learning outcomes for this level or program: catalog.wesleyan.edu/departments/...

- | | | |
|---|--|------------------------------|
| 1 Data/evidence used to determine that graduates have achieved the stated outcomes for the degree | 2 Who interprets the evidence? What is the process? | 4 Most recent program review |
| | 3 Changes made as a result of using the data/evidence. | |

MATHEMATICS wesleyan.edu/mathcs/graduate/

- | | | |
|---|--|--------|
| 1 General preliminary examinations, Special Preliminary Examination, Dissertation and Defense. | 3 The candidate passes and achieves the PhD or fails and does not receive this graduate degree based on their dissertation and performance during the defense. | 4 2021 |
| 2 Each of the three general preliminary examinations is overseen by a two-person faculty committee. The department hears reports from these committees and evaluates the candidate's performance. A review of the candidate's performances in graduate courses is included in the evaluation. A three-person faculty committee evaluates the candidate's performance on the Special Preliminary Examination. One member of the committee is expected to be the candidate's dissertation advisor. A three-person faculty committee evaluates the candidate's dissertation and performance in the defense. The faculty advisor is a member of the committee, but may not serve as chair of the committee. | | |

MOLECULAR BIOLOGY & BIOCHEMISTRY wesleyan.edu/mbb/grad_studies/

- | | | |
|---|--|--------|
| 1 The Stage I Qualifying Examination (written) and the Stage II Qualifying Examination (oral defense of an original research proposal), and dissertation. | 2 Thesis committee consists of three additional faculty members, chosen by the student and thesis advisor, with at least two of these members being from the MB&B department. This committee serves as the final examination committee that must approve the final written document and its defense. | 4 2013 |
| | 3 No changes at this time. | |

MUSIC wesleyan.edu/music/graduate/

- | | | |
|--------------------------------|----------------------------|--------|
| 1 Dissertation. | 3 No changes at this time. | 4 2015 |
| 2 No information at this time. | | |

PHYSICS wesleyan.edu/physics/graduate/

- | | | |
|---|----------------------------|--------|
| 2 qualifying exams, dissertation and defense. | 3 No changes at this time. | 4 2015 |
| 2 No information at this time. | | |



Wesleyan University

ANNUAL FINANCIAL REPORT

YEAR ENDED JUNE 30, 2021



TO: The Board of Trustees

DATE: November 1, 2021

SUBJECT: FY 2020–21 Annual Financial Report

It has been remarkable to see Wesleyan manage through the impacts of the pandemic. Our entire staff—from the pandemic planning teams and facilities crews to our faculty, admissions, financial services cohorts, and beyond—created a safe enough environment so that the academic mission could continue. And we cannot forget that this success would not have been possible without all of our students’ commitment to keeping Wes Safe. We are now ending the year having shared spaces together both in the classroom and around campus, indoors and out.

While safety and community remain at the center of our year-end reflections, we also take a moment to recognize a financial year unlike any in recent memory. Nearly a decade ago, our investment team began laying the foundation for the kind of contribution you will see in the following pages. The investment portfolio saw an over 53% return this past year, and combined with prudent decisions related to financial operations, the University emerged from this past fiscal year with capacity to invest in the academic enterprise and progress through the challenges ahead.

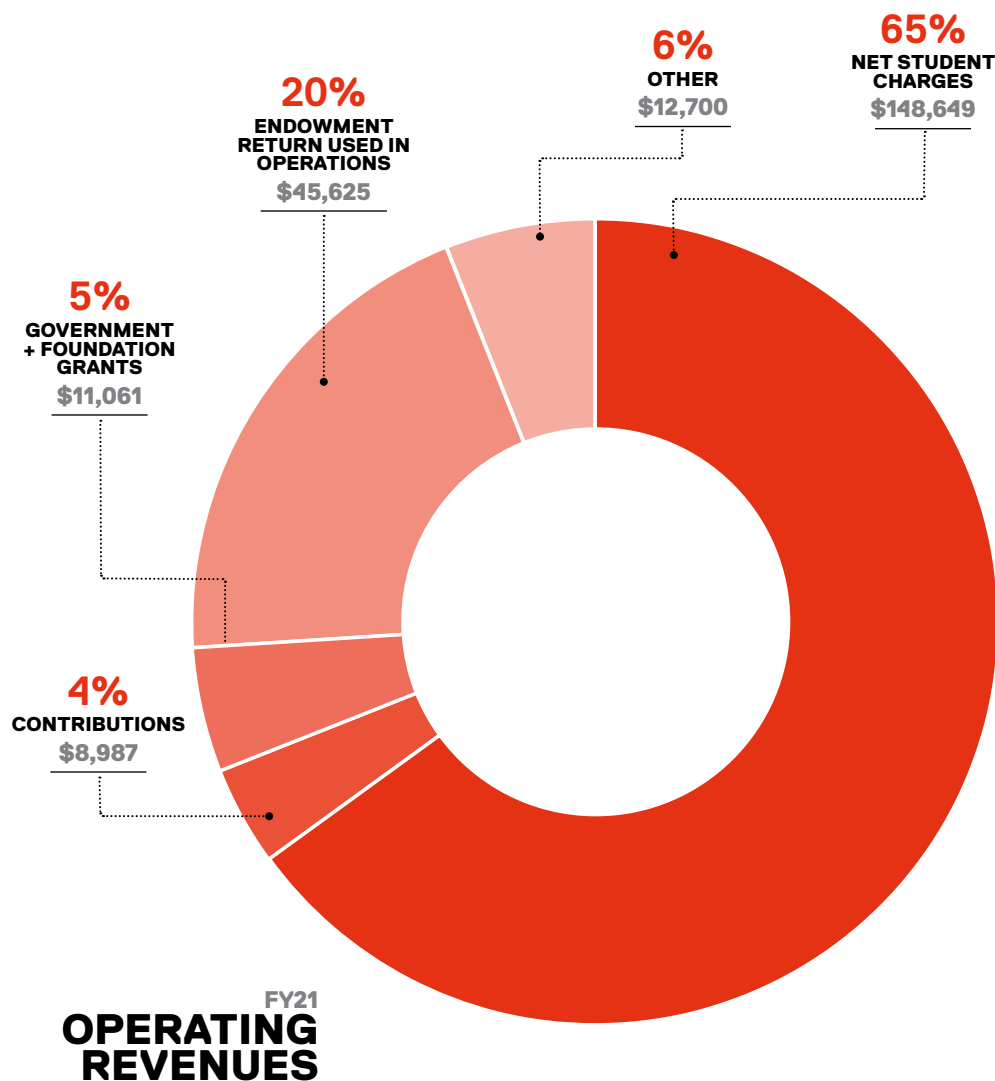
Recent success in endowment management, fundraising, and fiscal management positions Wesleyan to meet our ambitious strategic plans in the years ahead. It will also allow us to contend with the continued uncertainty surrounding COVID-19. While we hope that the worst of the pandemic is behind us, if 2020–21 has taught us nothing else, it is that you must always prepare for the unpredictable.

Last year, we noted that we must position ourselves to weather a difficult and unknowably long situation. The continued support of Wesleyan’s donors, our investment success, and contributions from employees across the University will allow us to continue laying a strong foundation for our future, especially as we approach the University’s bicentennial in the coming years.

Sincerely,

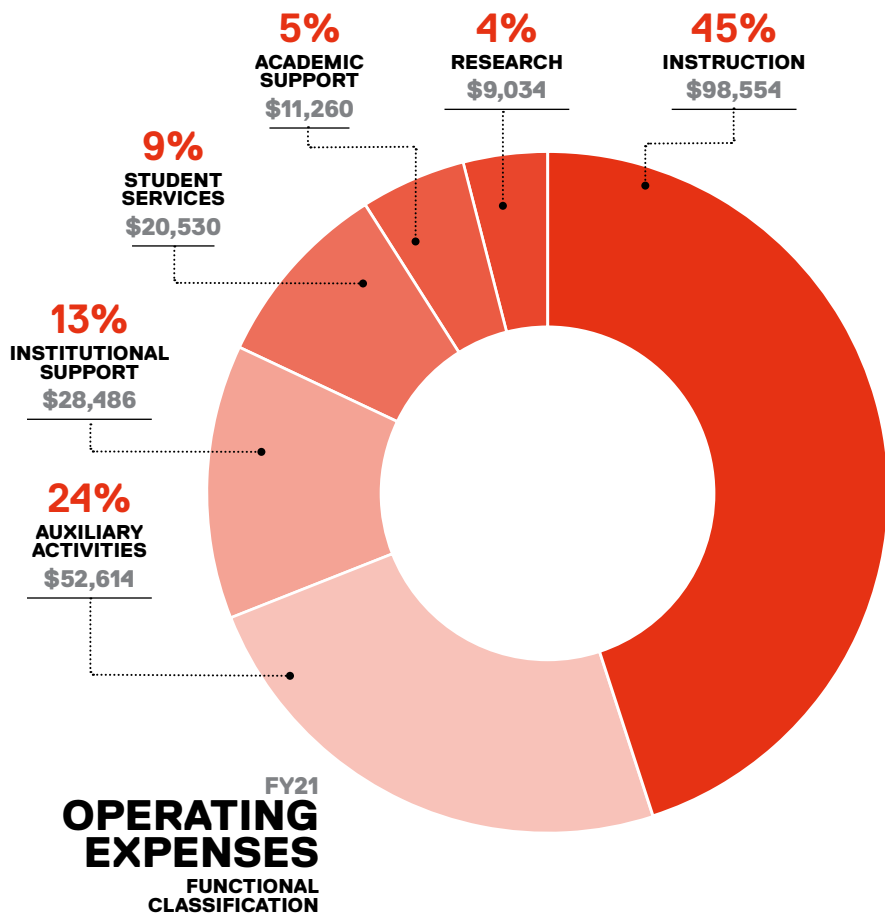
Andy Tanaka '00
Senior Vice President, Chief Administrative Officer and Treasurer





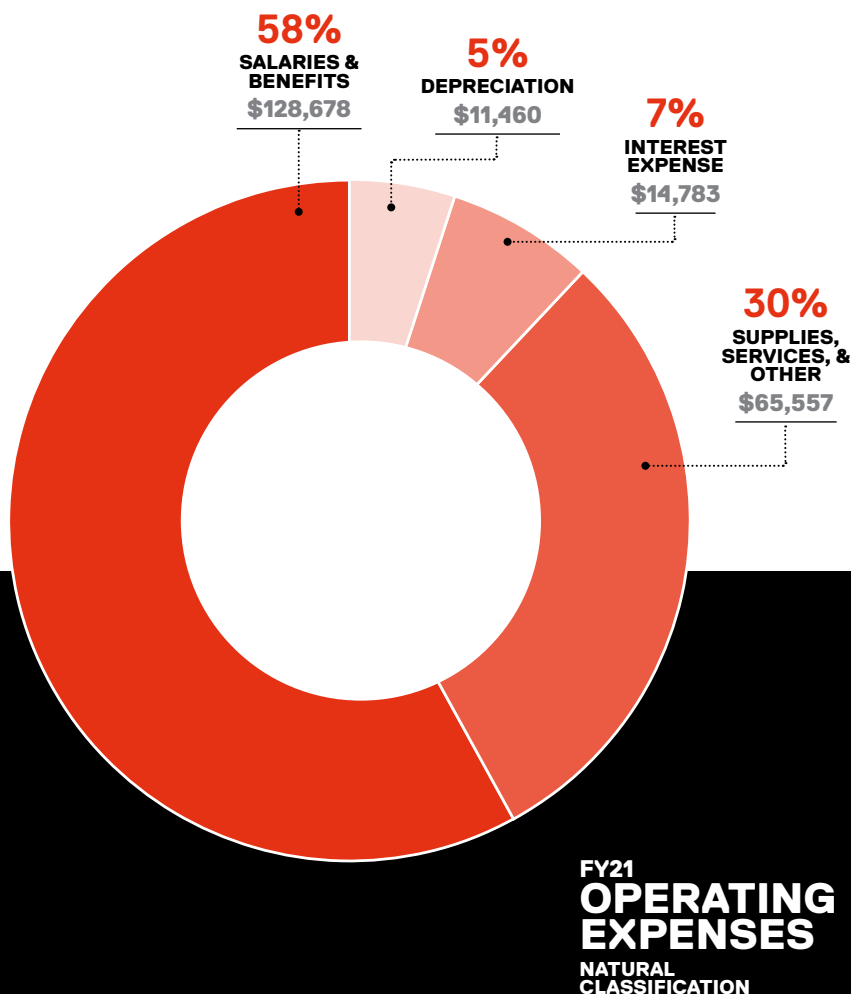
Operating Revenue

Approximately two-thirds of Wesleyan’s operating revenue is derived from fees charged for tuition and the residential comprehensive fee, net of financial aid. In 2021, net student charges of \$148.6 million is comprised of \$177.0 million of gross tuition, \$41.6 million of the Residential Comprehensive Fee (RCF) less \$70.0 million of financial aid. Net student charges declined from \$153.1 million in 2020 primarily due to students electing to defer enrollment or take leaves of absence, and, in some cases, electing to live off-campus and attend classes remotely. Increases in endowment support, government and foundation grants and generous support from donors for annual giving were all key components in maintaining total operating revenues and other support of a level similar to 2020.



Operating Expenses

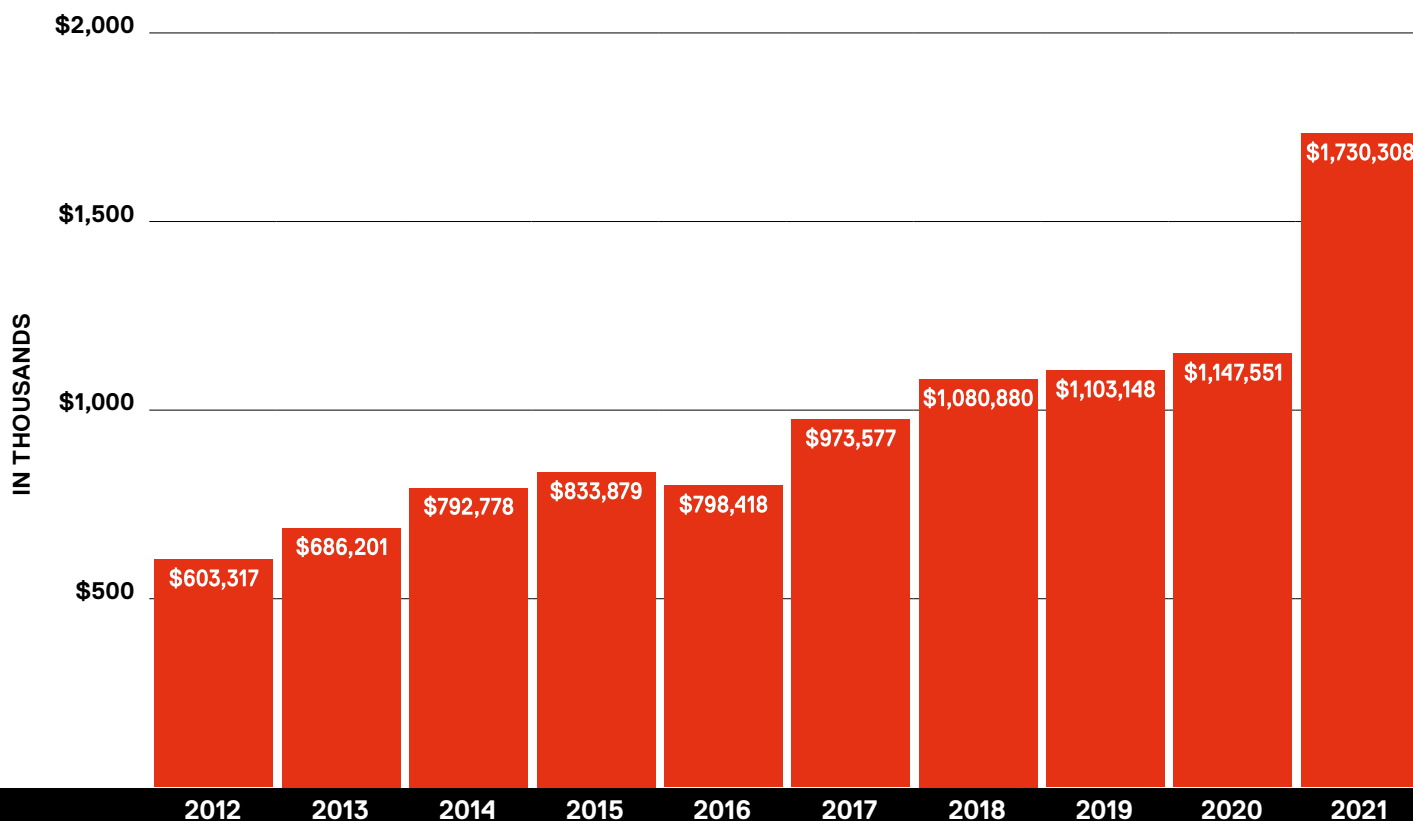
Total operating expenses increased 1.3% to \$220.5 million in 2021. Personnel costs, the largest component of Wesleyan’s operating expenses, decreased 1.7% primarily due to partial hiring freeze and salary freezes related to the COVID-19 pandemic. Offsetting these reductions are costs incurred for COVID-mitigation efforts, including surveillance testing, enhanced cleaning efforts, quarantine space, and personal protective equipment (PPE).



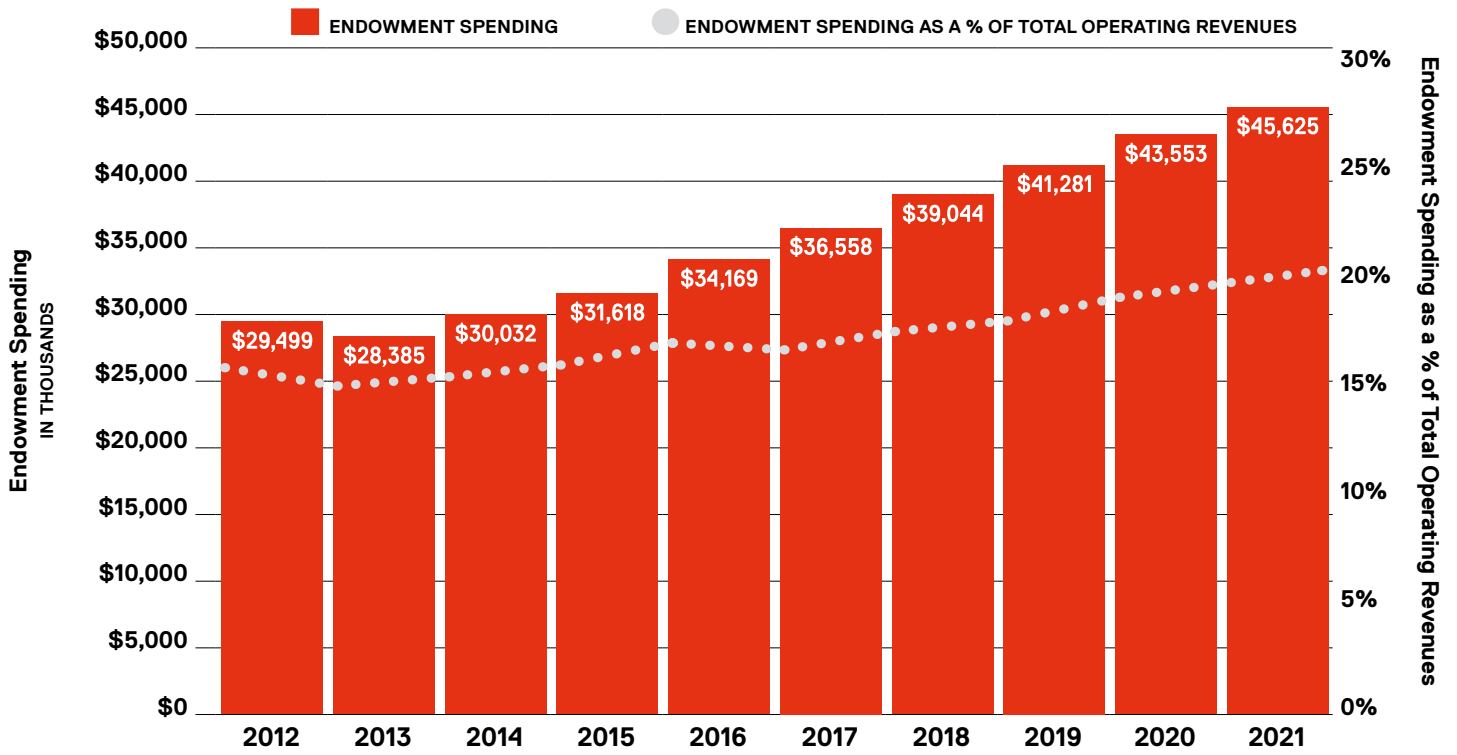
Financial Assets to Support the University

Fiscal year 2021 was a strong year for equity markets and higher education endowment. Wesleyan’s long-term investment portfolio, which represents almost 75% of Wesleyan’s total assets, experienced significant growth to \$1.73 billion as of June 30, 2021. The net endowment return of 53.2% was driven by strong returns across all asset classes and far exceeds the median return for colleges and universities of 33.2%.

Over the past several years, strong investment returns, generous support from donors, and prudent spending from the endowment have provided steady increases in the overall endowment spending. The endowment spending has increased annually since 2013 and has increased its percentage of total operating revenues while consistently keeping the effective spend rate below 5%.



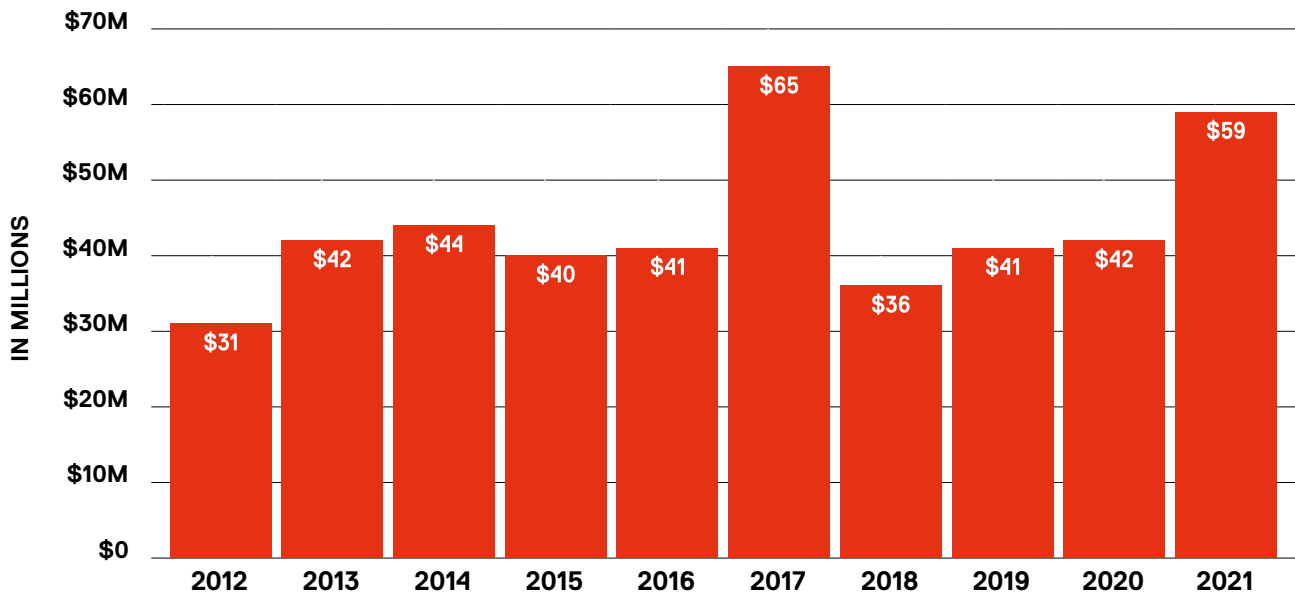
**TOTAL
 LONG-TERM
 INVESTMENTS**



ENDOWMENT SUPPORT AS A PERCENTAGE OF OPERATING REVENUES

Wesleyan Fundraising

Continued strong donor support is important for Wesleyan to be successful in executing our goals of energizing our distinctive educational experience, enhancing recognition and working within a sustainable economic model. We are fortunate to have had generous donor support in fiscal 2021 resulting in \$59 million in cash giving.





Wesleyan University

FINANCIAL RESULTS

YEAR ENDED JUNE 30, 2021



KPMG LLP
One Financial Plaza
755 Main Street
Hartford, CT 06103

Independent Auditors' Report

The Board of Trustees
Wesleyan University:

We have audited the accompanying financial statements of Wesleyan University, which comprise the statement of financial position as of June 30, 2021, the related statements of activities and cash flows for the year then ended, and the related notes to the financial statements.

Management's Responsibility for the Financial Statements

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

Auditors' Responsibility

Our responsibility is to express an opinion on these financial statements based on our audit. We conducted our audit in accordance with auditing standards generally accepted in the United States of America. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from material misstatement.

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

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

Opinion

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of the University as of June 30, 2021, and the changes in its net assets and its cash flows for the year then ended in accordance with U.S. generally accepted accounting principles.

Report on Summarized Comparative Information

We have previously audited the University's 2020 financial statements, and we expressed an unmodified audit opinion on those audited financial statements in our report dated October 27, 2020. In our opinion, the summarized comparative information presented herein as of and for the year ended June 30, 2020 is consistent, in all material respects, with the audited financial statements from which it has been derived.

KPMG LLP

Hartford, Connecticut
October 27, 2021

| | 2021 | 2020 |
|---|---------------------|------------------|
| ASSETS | | |
| Cash and cash equivalents | \$ 15,801 | 17,604 |
| Short-term investments | 165,724 | 142,582 |
| Receivables, net, and other assets | 12,919 | 11,818 |
| Pledges receivable, net | 28,353 | 22,474 |
| Long-term investments | 1,730,308 | 1,147,551 |
| Investment in plant, net | 376,215 | 364,400 |
| TOTAL ASSETS | \$ 2,329,320 | 1,706,429 |
| LIABILITIES AND NET ASSETS | | |
| Liabilities | | |
| Accounts payable and accrued expenses | \$ 23,347 | 18,504 |
| Liabilities associated with investments | 20,961 | 8,454 |
| Deferred revenues and other liabilities | 4,970 | 5,958 |
| Split-interest obligations | 10,640 | 10,398 |
| Postretirement benefit obligation | 20,402 | 20,314 |
| Long-term debt | 354,916 | 354,865 |
| Asset retirement obligation | 11,981 | 11,908 |
| Federal student loan advances | 3,004 | 3,409 |
| TOTAL LIABILITIES | 450,221 | 433,810 |
| Net Assets | | |
| Without donor restrictions | 602,488 | 425,030 |
| With donor restrictions | 1,276,611 | 847,589 |
| TOTAL NET ASSETS | 1,879,099 | 1,272,619 |
| TOTAL LIABILITIES AND NET ASSETS | \$ 2,329,320 | 1,706,429 |

See accompanying notes to financial statements.

STATEMENT OF FINANCIAL POSITION

YEAR ENDED JUNE 30, 2021

(in thousands of dollars)

• with comparative financial information for June 30, 2020

| | 2021 | | | 2020 |
|---|----------------------------|-------------------------|------------------|------------------|
| | WITHOUT DONOR RESTRICTIONS | WITH DONOR RESTRICTIONS | TOTAL | TOTAL |
| OPERATING ACTIVITIES: | | | | |
| Revenues and Other Support | | | | |
| Net student charges | \$ 148,649 | — | 148,649 | 153,142 |
| Contributions | 8,987 | — | 8,987 | 10,049 |
| Government and foundation grants | 11,061 | — | 11,061 | 8,211 |
| Other revenues | 6,199 | — | 6,199 | 8,180 |
| Nonoperating net assets used in operations: | | | | |
| Endowment return used in operations | 45,625 | — | 45,625 | 43,553 |
| Restricted and designated net assets used in operations | 6,501 | — | 6,501 | 9,135 |
| TOTAL REVENUES AND OTHER SUPPORT | 227,022 | — | 227,022 | 232,270 |
| Expenses | | | | |
| Salaries and benefits | 128,678 | — | 128,678 | 130,949 |
| Supplies, services, and other | 65,557 | — | 65,557 | 61,832 |
| Interest expense | 14,783 | — | 14,783 | 13,742 |
| Depreciation | 11,460 | — | 11,460 | 11,021 |
| TOTAL EXPENSES | 220,478 | — | 220,478 | 217,544 |
| CHANGES IN NET ASSETS FROM OPERATING ACTIVITIES | 6,544 | — | 6,544 | 14,726 |
| NONOPERATING ACTIVITIES: | | | | |
| Contributions | 2,063 | 51,430 | 53,493 | 36,656 |
| Foundation grants | — | 1,373 | 1,373 | 1,367 |
| Net investment return | 180,978 | 417,682 | 598,660 | 87,504 |
| Nonoperating net assets used in operations | (52,126)) | — | (52,126)) | (52,688) |
| Other changes | (28) | (1,214) | (1,242) | (1,641) |
| Postretirement benefit obligation changes other than service cost | (222) | — | (222) | 1,533 |
| Net assets released from restrictions | 40,249 | (40,249) | — | — |
| TOTAL NONOPERATING ACTIVITIES | 170,914 | 429,022 | 599,936 | 69,665 |
| CHANGE IN NET ASSETS | 177,458 | 429,022 | 606,480 | 84,391 |
| NET ASSETS AT BEGINNING OF YEAR | 425,030 | 847,589 | 1,272,619 | 1,188,228 |
| NET ASSETS AT END OF YEAR | \$ 602,488 | 1,276,611 | 1,879,099 | 1,272,619 |

See accompanying notes to financial statements.

STATEMENT OF ACTIVITIES

YEAR ENDED JUNE 30, 2021

(in thousands of dollars)

- ♦ with summarized comparative financial information for the year ended June 30, 2020

| | 2021 | 2020 |
|---|------------------|-----------------|
| CASH FLOWS FROM OPERATING ACTIVITIES: | | |
| Change in net assets | \$ 606,480 | 84,391 |
| Adjustments to reconcile change in net assets to net cash used in operating activities: | | |
| Depreciation | 11,406 | 11,021 |
| Amortization of bond premium and cost of issuance | 51 | 37 |
| Net gains from investments and trusts | (598,399) | (93,562) |
| Gifts received for long-term investment | (28,898) | (23,077) |
| Gifts of property, plant and equipment | (154) | (1,095) |
| Postretirement benefit obligation change | 88 | 1,499 |
| Changes in assets and liabilities that provide (use) cash: | | |
| Receivables, net and other assets | (1,101) | (583) |
| Pledges receivable, net | (5,879) | (6,935) |
| Accounts payable | (3,505) | (640) |
| Student deposits and deferred revenues | (988) | 3,050 |
| Change in valuation of split-interest obligations | 1,150 | 885 |
| Asset retirement obligation | 73 | (623) |
| NET CASH USED IN OPERATING ACTIVITIES | (12,666) | (25,632) |
| CASH FLOWS FROM INVESTING ACTIVITIES: | | |
| Additions to property and equipment | (21,729) | (27,289) |
| Change in deposit with brokers for short sales | (12,582) | (3,311) |
| Purchases of securities sold short | (2,706) | (8,329) |
| Sales of securities sold short | 10,770 | 14,172 |
| Purchases of long-term investments | (354,825) | (235,422) |
| Sales of long-term investments | 387,492 | 285,418 |
| Purchases of short-term investments | (134,528) | (339,677) |
| Sales of short-term investments | 111,386 | 234,153 |
| NET CASH USED IN PROVIDED BY INVESTING ACTIVITIES | (16,722) | (80,285) |
| CASH FLOWS FROM FINANCING ACTIVITIES: | | |
| Gifts received for long-term investment | 28,898 | 23,077 |
| Payments to beneficiaries of split-interest agreements | (908) | (213) |
| Draws on line of credit | — | 5,000 |
| Repayments of line of credit | — | (5,000) |
| Issuance of long-term debt | — | 75,000 |
| Cost of debt issuance | — | (801) |
| Changes in federal student loan advances | (405) | (633) |
| NET CASH PROVIDED BY FINANCING ACTIVITIES | 27,585 | 96,430 |
| NET CHANGE IN CASH AND CASH EQUIVALENTS | (1,803) | (9,487) |
| CASH AND CASH EQUIVALENTS AT BEGINNING OF YEAR | 17,604 | 27,091 |
| CASH AND CASH EQUIVALENTS AT END OF YEAR | \$ 15,801 | 17,604 |
| OTHER CASH FLOW INFORMATION: | | |
| Cash paid for interest | \$ 14,870 | 12,395 |
| Change in accounts payable related to property and equipment | 1,338 | (484) |
| Right of use assets acquired under operating leases | 1,909 | — |
| <i>See accompanying notes to financial statements.</i> | | |

STATEMENT OF CASH FLOWS

YEAR ENDED JUNE 30, 2021

(in thousands of dollars)

• with comparative financial information for the year ended June 30, 2020

NOTES TO FINANCIAL STATEMENTS

JUNE 30, 2021

WITH SUMMARIZED COMPARATIVE
INFORMATION FOR JUNE 30, 2020 • *dollars in thousands*

1 Organization

Wesleyan University (the University), founded in 1831, is a private, residential, not-for-profit institution of higher learning. The University is coeducational and has approximately 3,000 students situated on a 280-acre campus, located in Middletown, Connecticut. It offers Bachelors of Arts in 45 fields, plus Masters and PhDs in selected disciplines. The University is accredited by the New England Commission of Higher Education.

2 Summary of Significant Accounting Policies

The significant accounting policies followed by the University are described below:

a Basis of Reporting

The financial statements of the University have been prepared on the accrual basis in accordance with U.S. generally accepted accounting principles (GAAP). The University applies the Financial Accounting Standards Board's (FASB's) Accounting Standards Codification (ASC), which is the single source of authoritative GAAP.

The financial statements include prior year summarized comparative information in total but not by net asset class. Such information does not include sufficient detail to constitute a presentation in conformity with GAAP. Accordingly, such information should be read in conjunction with the University's financial statements for the year ended June 30, 2020, from which the summarized information was derived.

b Net Asset Classes

The accompanying financial statements present information regarding the University's financial position and activities based upon the existence or absence of donor-imposed restrictions in the following net asset categories:

- *With donor restrictions*: net assets subject to donor restrictions that expire with the passage of time, can be fulfilled by actions pursuant to the stipulations, or which may be perpetual.
- *Without donor restrictions*: net assets not subject to donor stipulations restricting their use.

c Statement of Activities

The statement of activities reports changes in net assets from operating and nonoperating activities. Operating revenues consist of those items attributable to the University's undergraduate and graduate education programs and research conducted by the academic departments, as well as all contributions other than those restricted for long-term investment or not available for current operations.

Nonoperating activities include investment return on long-term investments, postretirement benefit obligation adjustments other than service cost, changes in value of split-interest agreements, as well as certain items not related to the University's ongoing academic or research activities. To the extent nonoperating contributions, investment income and returns are used for operations, they are reclassified as nonoperating assets used in operations.

d Revenue Recognition

i Net Student Charges

Net student charges consist of tuition and fees and room and board charges, which are recorded as revenue in the year in which the related services are rendered. Revenue from student charges is determined based on published rates and billed and reflected net of reductions from institutional financial aid, which may be funded by endowment funds or other institutional resources. Disbursements made directly to students for living costs or other purposes are reported as an expense. Student charges received in advance of services rendered are categorized as deferred revenues and other liabilities in the statement of financial position.

Student charges were as follows for the years ended June 30, 2021 and 2020:

| | 2021 | 2020 |
|---|-------------------|----------------|
| Tuition and fees, net of financial aid of \$70,032 and \$69,966, respectively | \$ 107,008 | 113,949 |
| Room and board | 41,641 | 39,193 |
| NET STUDENT CHARGES | \$ 148,649 | 153,142 |

ii COVID-19 Pandemic

In March 2020, Wesleyan transitioned most students to remote learning during the COVID-19 global pandemic. For students studying remotely, Wesleyan provided a prorated credit for room and board without modification of financial aid award. These credits are included in net student charges for the year ended June 30, 2020.

The University reopened for in-person instruction during the fall 2020 semester with a modified academic calendar and allowed students to study remotely if they desired. Students electing to study remotely were charged tuition but not room and board.

iii Higher Education Emergency Relief Fund

Federal stimulus packages created by the Coronavirus Aid, Relief, and Economic Security Act (CARES), Coronavirus Response and Relief Supplemental Appropriations Act (CRRSAA) and the American Rescue Plan (ARP) provided funding to support higher education institutions and the students they serve through the Higher Education Emergency Relief Fund (HEERF).

For the years ended June 30, 2021 and 2020, Wesleyan recognized \$4,260 and \$1,248 of HEERF revenue, respectively, which is recorded in government and foundation grants on the statement of activities.

iv Contributions

Contributions, including unconditional promises to give, are recognized in the period received. Contributions of assets other than cash are reported at their estimated fair value. Contributions to be received after one year are discounted at the appropriate rate commensurate with the risks involved. Amortization of the discount is recorded as additional contribution revenue. Contributions of cash or other assets that must be used to acquire long-lived assets are reported as increases in net assets with donor restrictions until the assets are acquired and placed in service.

The University accounts for nonexchange transfers of assets from government agencies and foundations as contributions. Contributions containing both a barrier and a right of return are accounted for as conditional contributions, and revenue is recognized when conditions are met. However, the University has elected the simultaneous release option for conditional contributions that are also subject to purpose restrictions. Under this option, net assets without donor restrictions include donor restricted contributions for which purpose restrictions and conditions are met in the same reporting period.

e Cash Equivalents and Short-Term Investments

Cash equivalents include only short-term, highly liquid working capital investments (those with original maturities three months or less), exclusive of those recorded as long-term or short-term investments. Short-term investments include amounts invested in short-term, liquid assets selected to provide optimum return for the University's ongoing operations.

f Receivables

The University extends credit to students in the form of accounts receivable and loans for educational purposes. At June 30, 2021 and 2020, student accounts receivable were \$670 and \$1,084, net of an allowance for doubtful accounts of \$260 and \$281, respectively. Student loans receivable at June 30, 2021 and 2020 were \$2,675 and \$3,381, respectively, net of an allowance for doubtful accounts of \$1,058.

g Fair Value Measurements

Investments are reported at fair value. Fair value generally represents the price that would be received upon the sale of an asset or paid upon the transfer of a liability in an orderly transaction between market participants as of the measurement date. If an investment is held directly by the University and an active market with quoted prices exists, the University reports the fair value as the quoted price of an identical security.

The University also holds alternative investments such as private equity, venture capital, hedge funds, and real asset strategies. Such alternative investments, generally held through funds, may hold securities or other financial instruments for which an active market exists and are priced accordingly. In addition, such funds may hold assets which require the estimation of fair values in the absence of readily determinable market values. Such valuations are determined by fund managers and generally consider variables such as operating results, comparable earnings multiples, projected cash flows, recent sales prices, and other pertinent information, and may reflect discounts for the illiquid nature of certain investments held.

The University generally applies the provisions of ASC 820-35-58, *Investments in Certain Entities that Calculate Net Asset Value (NAV) Per Share (or Equivalent)*, with respect to investments in nonregistered and alternative funds. This guidance allows for the estimation of the fair value of such investments using NAV per share or its equivalent reported by the fund managers as a practical expedient.

These investments are generally redeemable or may be liquidated at NAV under the original terms of the subscription agreements and operations of the underlying funds. However, it is possible that these redemption rights may be restricted or eliminated by the funds in the future in accordance with the underlying fund agreements. The nature of certain investments held by these funds, changes in market conditions and the economic environment may significantly impact the NAV of the funds and, consequently, the fair value of the University's interests in the funds. Furthermore, changes to the liquidity provisions of the funds may significantly impact the fair value of the University's interest in the funds. Although certain investments may be sold in secondary market transactions, subject to meeting certain requirements of the governing documents of the funds, the secondary market is not active and individual transactions are not necessarily observable. It is therefore reasonably possible that if the University were to sell its interest in a fund in the secondary market, the sale could occur at an amount materially different than the reported value.

As of June 30, 2021 and 2020, the University had no specific plans or intentions to sell investments at amounts different than NAV.

The GAAP fair value hierarchy prioritizes observable and unobservable inputs used to measure fair value into three levels:

- Level 1 — quoted prices (unadjusted) in active markets that are accessible at the measurement date for assets or liabilities;
- Level 2 — observable prices that are based on inputs not quoted in active markets, but corroborated by market data; and
- Level 3 — unobservable inputs are used when little or no market data is available.

In determining fair value, the University utilizes valuation techniques that maximize the use of observable inputs and minimize the use of unobservable inputs to the extent possible. The University classifies its assets and liabilities in the hierarchy based on these inputs. Investments in funds measured at NAV as a practical expedient are not categorized within the fair value hierarchy.

h Investment in Plant

Investment in plant is stated at cost at the date of acquisition or estimated fair value at the date of donation in the case of gifts. Depreciation is calculated on a straightline basis using useful lives of 50 years for buildings, 25 years for building improvements, 10 years for equipment and 7 years for computer hardware and software.

The University recognizes the fair value of a liability for legal obligations associated with asset retirements in the period in which the obligation is incurred, in accordance with ASC 410, *Asset Retirement and Environmental Obligations*, if a reasonable estimate of the fair value of the obligation can be made. When the liability is initially recorded, the cost of the asset retirement obligation is capitalized by increasing the carrying amount of

the related long-lived asset. The liability is accreted to its present value each period, and the capitalized cost associated with the retirement obligation is depreciated over the useful life of the related asset. Any difference between the cost to actually settle the asset retirement obligation and the liability recorded is recognized as an operating gain or loss in the statement of activities.

i Liabilities Associated with Investments

The University may, from time to time, incur liabilities associated with its investment portfolio as a result of securities sold short or other transactions. In order to terminate a short position, the University must acquire and deliver to the lender a security identical to the one it borrowed and sold short, and a gain or loss is recognized for the difference between the short sale proceeds and the cost of the identical security acquired. Liabilities reported on the statement of financial position represent the fair value of the identical securities that must be acquired to settle the obligation to the lender. The liabilities would be classified as Level 1 in the fair value hierarchy given that they are measured based on marketable securities.

j Split-Interest Obligations

Wesleyan University has a charitable gift annuity plan whereby donors may contribute assets in exchange for the right to receive a fixed-dollar periodic payment of the gift assets during their lifetimes. Payments begin in accordance with the timing stipulated in the gift annuity contracts. The difference between the original annuity amount invested and the discounted liability for future payments, determined on an actuarial basis, is recognized as contribution revenue at the date of the gift. The actuarial liability is revalued annually and any surplus or deficiency is recognized as a change in value in the statements of activities.

Assets under Wesleyan's gift annuity program were \$14,312 and \$11,754, and liabilities to donors were of \$8,138 and \$8,341, as of June 30, 2021 and 2020, respectively.

k Income Taxes

The University is generally exempt from income taxes under Internal Revenue Code, Section 501(a), as an organization described in Section 501(c)(3). The University assesses uncertain tax positions and determined that there were no such positions that have a material effect on the financial statements.

l Use of Estimates

The preparation of financial statements in conformity with GAAP requires management to make estimates and assumptions that affect the reported amounts of assets and liabilities and disclosure of contingent assets and liabilities at the date of the financial statements and the reported amounts of revenues and expenses during the reporting period. Actual results could differ from those estimates.

m Risks and Uncertainties

Investments are exposed to various risks, such as interest rate, market and credit. Due to the level of risk associated with certain investments and the level of uncertainty related to changes in their value, it is reasonably possible that changes in these risks in the near term could materially affect amounts reported in the financial statements.

The COVID-19 global pandemic continues to impact various elements of the University's fiscal year 2022 operations and financial results, including, but not limited to fluctuations in enrollment, loss of auxiliary revenues, and increases in costs relating to COVID-19 testing, technology and cleaning. The full impact of COVID-19 on the University will depend on the depth and duration of the pandemic, medical treatments and applicable regulations and cannot be reasonably estimated at this time.

n Recent Accounting Pronouncements

Accounting Standards Update (ASU) 201602, Leases (Topic 842), as amended, requires lessees to recognize a lease liability and right-of-use (ROU) asset on a discounted basis, for substantially all leases.

The University adopted Topic 842 on July 1, 2020 (the effective date), using the modified retrospective transition method, which applies Topic 842 at the beginning of the period in which it is adopted. Prior period amounts have not been adjusted in connection with the adoption of this standard. The University elected the package of practical expedients under the new standard, which permits entities not to reassess lease classification, lease identification or initial direct costs for existing or expired leases prior to the effective date. Also, the University elected to keep short-term leases with an initial term of 12 months or less off the statement of financial position.

The most significant impact of adoption was the recognition of operating lease ROU assets and operating lease liabilities of \$2,044 as of the effective date and are recorded in receivables, net and other assets and deferred revenues and other liabilities on the statement of financial position.

3 Financial Assets and Liquidity Resources

The University's cash flows have seasonal variations during the year attributable to billings for student charges, and there is a concentration of contributions received at calendar and fiscal year ends. To manage liquidity, the University maintains a working capital portfolio conservatively invested in cash and short-term investments with daily liquidity. As further described in note 11, the University maintains a \$60,000 line of credit with JP Morgan Chase that can be drawn on to manage cash flows.

As of June 30, 2021, financial assets and liquidity resources available within one year for general expenditures, such as operating expenses, scheduled debt service, and capital construction costs not financed with debt, were as follows:

FINANCIAL ASSETS

| | |
|--|----------------|
| Cash and cash equivalents | \$ 15,801 |
| Short-term investments | 165,724 |
| Accounts receivable, net due within one year | 5,056 |
| Student loans receivable, net due within one year | 359 |
| Pledges receivable, net available for operations due within one year | 1,695 |
| Fiscal 2022 Board-approved endowment appropriation | 47,052 |
| Total financial assets available within one year | 235,687 |

LIQUIDITY RESOURCES

| | |
|---|-------------------|
| Line of credit, undrawn | 60,000 |
| Total financial assets and liquidity resources | \$ 295,687 |

In addition, as of June 30, 2021, subject to liquidity provisions, the University had an additional \$97,145 in working capital investments and \$395,960 in board-designated endowment, which is available for general expenditure with Board approval.

4 Contributions Receivable

The following is a summary of unconditional promises to give at June 30 as follows:

| | 2021 | 2020 |
|---|------------------|----------------|
| Contributions expected to be collected within: | | |
| Less than one year | \$ 10,911 | 11,866 |
| One to five years | 17,729 | 10,280 |
| More than five years | 3,000 | 3,950 |
| | 31,640 | 26,096 |
| Less allowance for uncollectible pledges | (3,001) | (3,377) |
| Less discount for present value | (286) | (245) |
| NET UNCONDITIONAL PROMISES TO GIVE | \$ 28,353 | 22,474 |

The University applies an allowance for uncollectible pledges based on factors such as prior collection history, type of contribution, nature of the fundraising activity, and future collection expectations. Discount rates used range from 0.22% to 3.69%.

As of June 30, 2021, approximately 57% of the pledge receivable balance was due from three donors.

Office of Advancement expenditures, which are primarily for fundraising purposes and alumni activity, totaled \$7,365 and \$7,221 in fiscal years 2021 and 2020, respectively.

Conditional contributions receivable as of June 30, 2021 and 2020 are \$13,771 and \$10,001, respectively.

5 Investments

The University's assets that are reported at estimated fair value are summarized in the following tables by their fair value hierarchy classification as of June 30, 2021 and 2020:

| AS OF JUNE 30, 2021 | INVESTMENTS MEASURED AT NAV | INVESTMENTS CLASSIFIED IN THE FAIR VALUE HIERARCHY | | | TOTAL |
|---|-----------------------------------|---|----------|---------------|------------------|
| | | LEVEL 1 | LEVEL 2 | LEVEL 3 | |
| Cash | \$ — | 15,801 | — | — | 15,801 |
| Short-term investments | — | 165,724 | — | — | 165,724 |
| Long-term investments: | | | | | |
| Money market funds and cash equivalents | — | 124,222 | — | — | 124,222 |
| Fixed income | — | 49,049 | — | — | 49,049 |
| Domestic equity | 155,846 | 40,117 | — | 15,750 | 211,713 |
| International equity | 237,182 | — | — | — | 237,182 |
| Real estate | 65,351 | — | — | 16,011 | 81,362 |
| Natural resources | 33,531 | 5,417 | — | — | 38,948 |
| Venture capital | 378,772 | — | — | — | 378,772 |
| Buyout | 259,305 | — | — | — | 259,305 |
| Other private equity | 32,364 | 1,338 | — | — | 33,702 |
| Absolute return: | | | | | |
| Long/short equity | 67,615 | — | — | — | 67,615 |
| Multi-strategy absolute return | 82,546 | — | — | — | 82,546 |
| Other absolute return | 134,464 | — | — | — | 134,464 |
| Split-interest agreements* | — | 20,446 | — | — | 20,446 |
| Other investments | — | — | — | 2,609 | 2,609 |
| Funds held or administered by others | — | — | — | 8,373 | 8,373 |
| TOTAL LONG-TERM INVESTMENTS | \$ 1,446,976 | 240,589 | — | 42,743 | 1,730,308 |
| TOTAL | \$ 1,446,976 | 422,114 | — | 42,743 | 1,911,833 |

* Invested in mutual funds with daily liquidity.

| AS OF JUNE 30, 2020 | INVESTMENTS MEASURED AT NAV | INVESTMENTS CLASSIFIED IN THE FAIR VALUE HIERARCHY | | | TOTAL |
|---|-----------------------------------|---|----------|---------------|------------------|
| | | LEVEL 1 | LEVEL 2 | LEVEL 3 | |
| Cash | \$ — | 17,604 | — | — | 17,604 |
| Short-term investments | — | 142,582 | — | — | 142,582 |
| Long-term investments: | | | | | |
| Money market funds and cash equivalents | — | 37,961 | — | — | 37,961 |
| Fixed income | — | 49,660 | — | — | 49,660 |
| Domestic equity | 115,988 | 26,570 | — | — | 142,558 |
| International equity | 166,616 | 2,753 | — | — | 169,369 |
| Real estate | 55,617 | — | — | 11,622 | 67,239 |
| Natural resources | 30,076 | 2,514 | — | — | 32,590 |
| Venture capital | 182,426 | — | — | — | 182,426 |
| Buyout | 178,648 | — | — | — | 178,648 |
| Other private equity | 41,380 | 681 | — | — | 42,061 |
| Absolute return: | | | | | |
| Long/short equity | 39,249 | — | — | — | 39,249 |
| Multi-strategy absolute return | 80,709 | — | — | — | 80,709 |
| Other absolute return | 95,695 | 2,668 | — | — | 98,363 |
| Split-interest agreements* | — | 17,032 | — | — | 17,032 |
| Other investments | — | — | — | 2,643 | 2,643 |
| Funds held or administered by others | — | — | — | 7,043 | 7,043 |
| TOTAL LONG-TERM INVESTMENTS | \$ 986,404 | 139,839 | — | 21,308 | 1,147,551 |
| TOTAL | \$ 986,404 | 300,025 | — | 21,308 | 1,307,737 |

* Invested in mutual funds with daily liquidity.

Short-term investments consist primarily of money market accounts and other short-term liquid assets.

The following tables present the University's activity for the fiscal years ended June 30, 2021 and 2020 for Level 3 investments:

| | JUNE 30, 2021 | | | | | |
|--------------------------------------|--------------------------------------|------------------------------|---------------|----------------------|---|------------------------------------|
| | BEGINNING BALANCE AS OF JULY 1, 2020 | TRANSFERS TO MEASURED AT NAV | ADDITIONS | SALES AND MATURITIES | NET REALIZED AND UNREALIZED GAINS/ (LOSSES) | ENDING BALANCE AS OF JUNE 30, 2021 |
| LEVEL 3 ROLL FORWARD | | | | | | |
| Real estate | \$ 11,622 | — | — | (1,513) | 5,902 | 16,011 |
| Other investments | 2,643 | — | — | (65) | 31 | 2,609 |
| Domestic equity | — | — | 15,750 | — | — | 15,750 |
| Funds held or administered by others | 7,043 | — | — | — | 1,330 | 8,373 |
| | \$ 21,308 | — | 15,750 | (1,578) | 7,263 | 42,743 |

| | JUNE 30, 2020 | | | | | |
|--------------------------------------|--------------------------------------|------------------------------|-----------|----------------------|---|------------------------------------|
| | BEGINNING BALANCE AS OF JULY 1, 2019 | TRANSFERS TO MEASURED AT NAV | ADDITIONS | SALES AND MATURITIES | NET REALIZED AND UNREALIZED GAINS/ (LOSSES) | ENDING BALANCE AS OF JUNE 30, 2020 |
| LEVEL 3 ROLL FORWARD | | | | | | |
| Real estate | \$ 11,784 | — | — | (1,208) | 1,046 | 11,622 |
| Other investments | 2,848 | — | — | (159) | (46) | 2,643 |
| Funds held or administered by others | 7,208 | — | — | — | (165) | 7,043 |
| | \$ 21,840 | — | — | (1,367) | 835 | 21,308 |

The University has committed to invest in various limited partnerships. Under the terms of the partnership agreements, the University is obligated to remit additional funding periodically as managers exercise capital calls. These partnerships have a limited existence, generally ten years, and such agreements may provide annual extensions for the purpose of disposing portfolio holdings and returning capital to investors. Depending on market conditions, an inability to execute the fund's strategy, and other factors, a manager may extend the terms of a fund beyond its originally anticipated existence or may wind the fund down prematurely. As a result, the timing and amount of future capital calls expected in any particular future year is uncertain within a range of between one and eleven years. The aggregate amount of unfunded commitments associated with investments as of June 30, 2021 was \$306,287.

Investment liquidity as of June 30, 2021 is aggregated below based on redemption or sale terms:

| | IN LIQUIDATION | DAILY | MONTHLY TO QUARTERLY | SEMIANNUAL TO ANNUAL | INITIAL LOCKUP | ILLIQUID | TOTAL |
|---|------------------|----------------|----------------------|----------------------|----------------|----------------|------------------|
| Cash | \$ — | 15,801 | — | — | — | — | 15,801 |
| Short-term investments | — | 165,724 | — | — | — | — | 165,724 |
| Long-term investments: | | | | | | | |
| Money market funds and cash equivalents | — | 124,222 | — | — | — | — | 124,222 |
| Fixed income | — | 49,049 | — | — | — | — | 49,049 |
| Domestic equity | — | 15,778 | 144,051 | 32,949 | — | 18,935 | 211,713 |
| International equity | 18,834 | — | 89,145 | 91,994 | — | 37,209 | 237,182 |
| Real estate | — | — | — | — | — | 81,362 | 81,362 |
| Natural resources | — | 5,417 | — | — | — | 33,531 | 38,948 |
| Venture capital | — | — | — | — | — | 378,772 | 378,772 |
| Buyout | — | — | — | — | — | 259,305 | 259,305 |
| Other private equity | — | 1,338 | — | — | — | 32,364 | 33,702 |
| Absolute return | 6,333 | — | 60,066 | 157,601 | 21,747 | 38,878 | 284,625 |
| Split-interest agreements | — | 20,446 | — | — | — | — | 20,446 |
| Other investments | — | — | — | — | — | 2,609 | 2,609 |
| Funds held or administered by others | — | — | — | — | — | 8,373 | 8,373 |
| TOTAL | \$ 25,167 | 397,775 | 293,262 | 282,544 | 21,747 | 891,338 | 1,911,833 |

Certain funds contain lockup provisions. Under such provisions, share classes of the investment are available for redemption at prescribed dates in accordance with the partnership agreement of the fund. In some cases, funds may impose fees in exchange for advanced liquidity opportunities. A portion of the underlying investments within the categories of monthly to quarterly and semi-annual to annual may include private or side pocket investments from which the University may not have an ability to redeem. Additionally, tranches of certain funds within these categories may restrict redemptions to a portion of the value over a rolling quarterly or annual basis.

6 Endowment

The University follows the guidelines in ASC 958-205 to classify net assets of donor-restricted endowment funds for a not-for-profit organization that is subject to the State of Connecticut's version of the Uniform Prudent Management of Institutional Funds Act (UPMIFA).

The University's endowment consists of approximately 1,300 individual funds established for a variety of purposes, including both donor-restricted endowment funds and funds designated by the Board of Trustees to function as endowments. Net assets associated with endowment funds are classified and reported based on the existence or absence of donor-imposed restrictions.

a Relevant Law

The University classifies as net assets with donor restrictions (a) the original value of gifts donated to the permanent endowment, (b) the original value of subsequent gifts to the permanent endowment, and (c) accumulations to the permanent endowment made in accordance with the direction of the applicable donor gift instrument at the time the accumulation is added to the fund. Also included in net assets with donor restrictions is accumulated appreciation on donor restricted endowment funds until those amounts are appropriated for expenditure by the University in a manner consistent with the standard of prudence prescribed by UPMIFA.

UPMIFA provides standards for investing in a prudent manner by establishing a duty to minimize cost, diversify the investments, investigate facts relevant to the investment of the fund, to consider tax consequences of investment decisions and that investment decisions be made in light of the fund's entire portfolio as a part of an investment strategy having risk and return objectives reasonably suited to the fund and to the University. UPMIFA also permits the University to appropriate for expenditure or accumulate so much of an endowment fund as the University determines to be prudent for the uses, benefits, purposes and duration for which the endowment fund is established, thereby eliminating the restriction that a fund could not be spent below its historical dollar value. The University considers the following factors in making a determination to appropriate or accumulate donor-restricted endowment funds:

- The duration and preservation of the fund
- The purposes of the University and the donor-restricted endowment fund
- General economic conditions
- The possible effect of inflation and deflation
- The expected total return from income and the appreciation of investments
- Other resources of the University
- The investment policies of the University

Endowment funds consisted of the following at June 30, 2021 and 2020:

| | 2021 | | | | |
|-----------------------------------|----------------------------------|-------------------------|-------------------------------|----------------------------|------------------|
| | WITHOUT DONOR RESTRICTIONS | WITH DONOR RESTRICTIONS | | | TOTAL FUNDS |
| | | ORIGINAL GIFT | ACCUMULATED GAINS (LOSSES) | TOTAL DONOR- RESTRICTED | |
| Board-designated endowment funds | \$ 395,960 | 687 | 658 | 1,345 | 397,305 |
| Donor-restricted endowment funds: | | | | | |
| Underwater | — | 508 | (4) | 504 | 504 |
| Other | — | 377,862 | 796,980 | 1,174,842 | 1,174,842 |
| Subtotal | 395,960 | 379,057 | 797,634 | 1,176,691 | 1,572,651 |
| Working capital funds | 97,145 | — | — | — | 97,145 |
| TOTAL ENDOWMENT ASSETS | \$ 493,105 | 379,057 | 797,634 | 1,176,691 | 1,669,796 |

| | 2020 | | | | |
|-----------------------------------|----------------------------------|-------------------------|-------------------------------|----------------------------|------------------|
| | WITHOUT DONOR RESTRICTIONS | WITH DONOR RESTRICTIONS | | | TOTAL FUNDS |
| | | ORIGINAL GIFT | ACCUMULATED GAINS (LOSSES) | TOTAL DONOR- RESTRICTED | |
| Board-designated endowment funds | \$ 265,897 | 687 | 221 | 908 | 266,805 |
| Donor-restricted endowment funds: | | | | | |
| Underwater | — | 2,761 | (254) | 2,507 | 2,507 |
| Other | — | 366,415 | 430,031 | 796,446 | 796,446 |
| Subtotal | 265,897 | 369,863 | 429,998 | 799,861 | 1,065,758 |
| Working capital funds | 65,149 | — | — | — | 65,149 |
| TOTAL ENDOWMENT ASSETS | \$ 331,046 | 369,863 | 429,998 | 799,861 | 1,130,907 |

Changes in endowment funds for the years ended June 30, 2021 and 2020 are as follows:

| | WITHOUT DONOR RESTRICTIONS | WITH DONOR RESTRICTIONS | TOTAL |
|---|----------------------------------|----------------------------|-----------|
| Endowment assets, June 30, 2020 | \$ 331,046 | 799,861 | 1,130,907 |
| Investment return | 174,288 | 413,403 | 587,691 |
| Contributions | 6 | 10,543 | 10,549 |
| Working capital changes | (2,129) | — | (2,129) |
| Other increases (decreases) | 1,559 | (13,156) | (11,597) |
| Appropriation of endowment assets for expenditure | (11,665) | (33,960) | (45,625) |
| ENDOWMENT ASSETS, JUNE 30, 2021 | \$ 493,105 | 1,176,691 | 1,669,796 |

| | WITHOUT DONOR RESTRICTIONS | WITH DONOR RESTRICTIONS | TOTAL |
|---|----------------------------------|----------------------------|-----------|
| Endowment assets, June 30, 2019 | \$ 317,547 | 762,468 | 1,080,015 |
| Investment return | 25,771 | 60,061 | 85,832 |
| Contributions | 18 | 10,764 | 10,782 |
| Working capital changes | (2,129) | — | (2,129) |
| Other increases (decreases) | 1,124 | (1,164) | (40) |
| Appropriation of endowment assets for expenditure | (11,285) | (32,268) | (43,553) |
| ENDOWMENT ASSETS, JUNE 30, 2020 | \$ 331,046 | 799,861 | 1,130,907 |

Working capital funds are operating reserves invested in the endowment and are not subject to the endowment spending policy.

b Funds with Deficiencies

From time to time, the fair value of assets associated with individual donor-restricted endowment funds may fall below their original contributed value. These deficiencies resulted from unfavorable market fluctuations that occurred after the investment of new donor restricted contributions and/or appropriation from such funds. Subsequent market gains will be used to restore this reduction in net assets.

c Return Objectives and Risk Parameters

A portion of the endowment assets is included in an investment pool that is accounted for on a unitized market value basis, with each individual fund subscribing to or disposing of units on the basis of the market value per unit of the pool at the end of the calendar month within which the transaction took place. The value of the units is based on a total return investment policy.

The University has adopted investment and spending policies for the endowment that attempt to provide a predictable stream of funding to programs supported by the endowment while seeking to maintain the purchasing power of the endowment assets.

d Strategies Employed for Achieving Objectives

To satisfy its long term rate-of-return objectives, the University relies on a total return strategy in which investment returns are achieved through both capital appreciation (realized and unrealized) and current yield (interest and dividends). The University targets a diversified asset allocation that places emphasis on investments in equities, fixed income and alternative investments to achieve its long-term return objectives with prudent risk constraints.

e Spending Policy and How the Investment Objectives Relate to Spending Policy

Wesleyan follows a spending policy known as the Tobin rule, named for James Tobin, recipient of the 1981 Nobel Prize in Economics. This rule sets the annual distribution using a quantitative formula that combines elements of stability and market conditions. The University's endowment spending is 70% based on the prior year's spending plus inflation (measured by the Higher Education Price Index (HEPI) as of June 30 of the past fiscal year) and 30% from 4.5% of the market value of endowment as of June 30 of the previous fiscal year. For fiscal 2021 and 2020, \$45,625 and \$43,553 was appropriated, respectively.

7 Net Assets

At June 30, 2021 and 2020, net assets were comprised as follows:

| | 2021 | | 2020 | |
|------------------------------|----------------------------|-------------------------|----------------------------|-------------------------|
| | WITHOUT DONOR RESTRICTIONS | WITH DONOR RESTRICTIONS | WITHOUT DONOR RESTRICTIONS | WITH DONOR RESTRICTIONS |
| Undesignated | \$ 25,702 | — | 22,146 | — |
| Net investment in plant | 83,681 | — | 71,838 | — |
| Endowment funds: | | | | |
| Financial aid | 19,551 | 505,014 | 11,850 | 359,409 |
| Instruction and research | 42,045 | 350,163 | 28,352 | 237,178 |
| Library | — | 23,765 | — | 15,310 |
| General purpose and other | 334,265 | 297,749 | 225,695 | 187,964 |
| Working capital | 97,244 | — | 65,149 | — |
| TOTAL ENDOWMENT FUNDS | 493,105 | 1,176,691 | 331,046 | 799,861 |
| Pledges receivable, net | — | 27,758 | — | 21,569 |
| Other | — | 72,162 | — | 26,159 |
| TOTAL NET ASSETS | \$ 602,488 | 1,276,611 | 425,030 | 847,589 |

8 Investment in Plant

At June 30, 2021 and 2020, the components of the University's investment in plant were as follows:

| | 2021 | 2020 |
|----------------------------------|-------------------|----------------|
| Campus land and improvements | \$ 37,312 | 36,919 |
| Buildings and improvements | 479,716 | 459,165 |
| Equipment | 126,197 | 122,776 |
| Construction in progress | 19,398 | 20,542 |
| TOTAL | 662,623 | 639,402 |
| Less accumulated depreciation | (286,408) | (275,002) |
| TOTAL INVESTMENT IN PLANT | \$ 376,215 | 364,400 |

9 Operating Expenses

Expenses presented by natural classification and function are as follows for the year ended June 30, 2021:

| 2021 | INSTRUCTION | RESEARCH | ACADEMIC SUPPORT | STUDENT SERVICES | INSTITUTIONAL SUPPORT | AUXILIARY ACTIVITIES | TOTAL |
|-------------------------------|-------------------|--------------|------------------|------------------|-----------------------|----------------------|----------------|
| Salaries and benefits | \$ 79,894 | 3,488 | 4,057 | 13,045 | 22,790 | 5,404 | 128,678 |
| Supplies, services, and other | 10,834 | 2,925 | 5,291 | 6,937 | 4,915 | 34,655 | 65,557 |
| Interest expense | 4,413 | 1,478 | 1,078 | 309 | 425 | 7,080 | 14,783 |
| Depreciation | 3,413 | 1,143 | 834 | 239 | 356 | 5,475 | 11,460 |
| | 98,554 | 9,034 | 11,260 | 20,530 | 28,486 | 52,614 | 220,478 |
| 2020 (SUMMARIZED) | \$ 106,512 | 9,269 | 11,632 | 14,866 | 27,222 | 48,043 | 217,544 |

The University allocates physical plant operations, depreciation, and interest expenses to functional expenditure categories based on square footage of facilities identified for each functional expenditure category.

10 Debt

At June 30, 2021 and 2020, long-term debt consisted of the following:

| | 2021 | 2020 |
|--|-------------------|----------------|
| Taxable bonds, Series 2020 | \$ 75,000 | 75,000 |
| Taxable bonds, Series 2016 | 250,000 | 250,000 |
| Revenue bonds payable (CHEFA Series H) | 20,105 | 20,105 |
| Term loans | 12,920 | 12,920 |
| TOTAL | 358,025 | 358,025 |
| Unamortized costs of issuance | (3,109) | (3,160) |
| LONG-TERM DEBT | \$ 354,916 | 354,865 |

a Taxable Bonds, Series 2020

In January 2020, the University issued \$75 million of taxable bonds at a fixed rate of 3.37% with all principal due in 2050. The University is required to make semiannual payments of interest.

b Taxable Bonds, Series 2016

In May 2016, the University issued \$250 million of taxable bonds at a fixed rate of 4.78% with all principal due in 2116. The University is required to make semiannual payments of interest.

c CHEFA Series H

\$20,105 variable rate demand bonds have their interest rates set weekly. The interest rate at June 30, 2021 and 2020 was 0.02% and 0.12% respectively. The University makes monthly payments of interest. The University may make prepayments of principal and is required to pay any remaining principal balance on July 1, 2040. The University maintains sufficient liquidity to purchase the bonds if remarketing is not successful.

d Term Loans

In January 2016, the University entered into a term loan with Farmington Bank in the amount of \$12,920. Farmington Bank was subsequently acquired by People's United Bank during fiscal year 2020. In February 2021, the loan agreement was amended to lower the fixed interest rate from 2.9% to 1.1%. The University makes semiannual payments of interest and all principal is due in February 2024.

e Debt Maturities

Payments for the principal of all long-term debt for each of the next five fiscal years and thereafter are as follows:

| FISCAL YEAR | AMOUNT DUE |
|-------------------------------|-------------------|
| 2021 | \$ — |
| 2022 | — |
| 2023 | — |
| 2024 | 12,920 |
| 2025 | — |
| Thereafter | 345,105 |
| TOTAL OUTSTANDING DEBT | \$ 358,025 |

f Debt Covenants

The University is subject to certain financial covenants that would be imposed if the University does not maintain its credit rating. The University maintained its credit rating during the years ended June 30, 2021 and 2020, and thus the financial covenants were not applicable.

g CHEFA Series I and Series 2021

Subsequent to year-end, in July 2021, the University issued \$90,910 of Green Bonds in CHEFA Series I and Series 2021. CHEFA Series I is tax-exempt with \$35,390 in par outstanding with a fixed coupon of 4.0% payable semi-annually. Series I was issued at a premium of \$9,946. All principal is due July 1, 2031.

CHEFA Series 2021 is taxable with \$55,520 in par outstanding with fixed interest rate of 2.872% payable semi-annually. All principal is due July 1, 2051.

11 Lines of Credit (LOC)

The University has a \$60,000 revolving loan with JPMorgan Chase Bank that terminates on April 30, 2022 unless renewed. The interest rate is set at 60 basis points above LIBOR (London Interbank Offered Rate). The University has utilized a portion of the line in both 2020 and 2019 for various cash needs. No amounts were outstanding as of June 30, 2021 and 2020.

Subsequent to June 30, 2021, on July 2, 2021, the University and JP Morgan amended the existing line of credit facility and entered into a second Revolving Loan Agreement. As a result, as of July 2, 2021, the University had the following lines of credit:

| EXPIRATION DATE | AMOUNT |
|------------------------------|------------------|
| April 22, 2022 | \$ 40,000 |
| July 2, 2023 | 40,000 |
| TOTAL LINES OF CREDIT | \$ 80,000 |

12 Benefit Plans

a Defined Contribution Plan

The University has defined contribution retirement plans, with contributions based on a percentage of salary, covering substantially all employees. Total expense was \$8,989 and \$9,107 for fiscal 2021 and 2020, respectively.

b Postretirement Benefits

The University provides certain postretirement health care benefits to employees. Employees become eligible to receive medical and life insurance benefits at various age and service requirements based on their group classifications (faculty, non-faculty, or physical plant bargaining unit). The University recognizes the cost of providing such benefits to the employees and dependents, if applicable, in the financial statements during the employees' active working lives. Pre-Medicare eligible retirees who elect early retirement can continue in plans for active faculty and staff, which require premium sharing. Upon reaching Medicare eligibility, retirees may elect to participate in the Medicare Part D supplement plan or receive a \$300 per year annuity.

The University applies the provisions of ASC 715, *Compensation-Retirement Benefits*, to its postretirement plan. The status of the University's plan and the amounts recognized in the statements of financial position at June 30, 2021 and 2020 are as follows:

| | 2021 | 2020 |
|---|------------------|---------------|
| Change in benefit obligation: | | |
| Benefit obligation as of beginning of year | \$ 20,314 | 18,815 |
| Service cost | 733 | 575 |
| Interest cost | 446 | 533 |
| Plan participants' contributions | 149 | 136 |
| Benefits paid | (1,070) | (806) |
| Medicare Part D Subsidy | 54 | 61 |
| Actuarial (gain) loss | (224) | 1,000 |
| Benefit obligation and funded status as of end of year | \$ 20,402 | 20,314 |

Components of net periodic benefit cost are as follows for the years ended June 30:

| | 2021 | 2020 |
|---|---------------|-------------|
| Operating: | | |
| Service cost | \$ 733 | 575 |
| Total operating, included in salaries and benefits | 733 | 575 |
| Nonoperating: | | |
| Interest on accumulated postretirement benefit obligation | 446 | 533 |
| Amortization of actuarial gain | (493) | (627) |
| Total nonoperating | (47) | (94) |
| TOTAL NET PERIODIC BENEFIT COST | \$ 686 | 481 |

For measurement purposes, an annual rate of increase of 5.5% in the per capita cost of covered healthcare and prescription drug benefits was assumed as of June 30, 2021. The rates were assumed to decrease to 4.8% by 2036 and remain at that level thereafter. Assumed healthcare cost trend rates have a significant effect on the amounts reported for the healthcare plans.

The weighted average discount rates used to determine benefit obligations are 2.5% and 2.2% for fiscal 2021 and 2020, respectively.

The weighted average discount rates used to determine net periodic benefit costs were 2.2% and 3.1% for fiscal 2021 and 2020, respectively.

The benefits, as of June 30, 2021, expected to be paid in each of the next five fiscal years and in the aggregate for the five fiscal years thereafter, are as follows:

| FISCAL YEAR | AMOUNT |
|------------------------------|----------|
| 2022 | \$ 1,041 |
| 2023 | 1,094 |
| 2024 | 1,150 |
| 2025 | 1,210 |
| 2026 | 1,177 |
| Five fiscal years thereafter | 6,901 |

13 Commitments and Contingencies

All funds expended in conjunction with government grants and contracts are subject to audit by governmental agencies. In the opinion of management, any potential liability resulting from these audits will not have a material effect on the University's financial position.

The University is a defendant in various legal actions arising out of the normal course of its operations. Although the final outcome of such actions cannot currently be determined, the University believes that eventual liability not reflected on the statement of financial position, if any, will not have a material effect on the University's financial position.

14 Related-Party Transactions

Members of the Board of Trustees and senior management may, from time to time, be associated, either directly or indirectly with companies doing business with the University. The University has a written conflict of interest policy that requires annual reporting by each Board member as well as the University senior management. When such relationships exist, measures are taken to mitigate any actual or perceived conflict, including requiring that such transactions be conducted at arms' length, based on terms in the best interest of the University.

15 Subsequent Events

Management has evaluated events subsequent to June 30, 2021 and through October 27, 2021, the date on which the financial statements were issued, to provide additional evidence relative to certain estimates or to identify matters that require additional disclosure. Other than the subsequent events disclosed in Notes 10 and 11, no additional disclosures were deemed to be necessary.

LIST OF SUPPORTING DOCUMENTS

Available in the workroom or provided electronically—As of August 3, 2022

_Workroom Navigator.docx

STANDARD 2

AcAf data suite-FA21.pdf

Fall Student Headcounts, 2012-2021.pdf

CIRP Freshman Survey\

TFS_2019_POWERPOINT.pptx

TFS_2019_XLS_CONSTRUCT.xlsx

TFS_2019_XLS_PROFILE.xlsx

TFS_2019_XLS_THEME.xlsx

COVID\

Campus Affairs Nov 2020 COVID Student and Faculty Surveys.pdf

Fall 2020 COVID Student and Faculty Surveys 10.28.2020.pdf

Remote Instruction Survey Results, COVID-19 Spring 2020 - May 29 2020 version.pdf

Spring 2021 Faculty and Student Survey Results.pdf

Enrolled Student Survey\

Faculty Interaction and Advising ESS 2019.docx

Faculty Know You Well Enough to Recommend, ESS and Senior Survey.pdf

GCC Analysis Summary, Spring 2019 Enrolled Student Survey.pdf

Student Skill Growth Final ESS 2019.docx

Enrollment Planning\

Enrollment Projections - Spring 2022 02222022.pdf

Spring 2022 Enrollment Projection Summary.pptx

Wesleyan University 2021 ATI collection template.xlsx

Enrollment Planning\ASQ+\

2013 Wesleyan University Competitor Analysis Report.pdf

2013 Wesleyan University Detailed Report.pdf

2013 Wesleyan University Highlights Report.pdf

2016 Wesleyan University Competitor Analysis.pdf

2016 Wesleyan University Detailed Report.pdf

2016 Wesleyan University Highlights Report.pdf

2018 Wesleyan University Competitor Analysis.pdf

2018 Wesleyan University Detailed Report.pdf

2018 Wesleyan University Highlights Report.pdf

2021 Wesleyan University Competitor Analysis.pdf

2021 Wesleyan University Detailed Report.pdf

2021 Wesleyan University Highlights Report.pdf

Enrollment Planning\COVID\

COVID Response Needs and Data - Cabinet May 27 2020 DRAFT.pptx

Covid Trend Map with Student Enrollments as of July 16.pdf

Enrollment Trend Chart at Census March 1 2021.pdf

Fall 2020 Enrollment Daily Tracking - COVID 19.pdf

Evaluation of Initiatives\First Things First - Program for Incoming First Gen Students\

First Things First Program Assessment, January 2020.pdf

First Things First Program Early Outcomes, Fall 2016.pdf

FTF 2021 overview & survey; updated 11.15.21.pdf

FTF 2021 Program Guide.pdf

FTF Next Steps 2022.jpg

FTF Next Steps Fall 2021.png

External Reviews of Academic Units\Film

Demographic Summary for FILM, October 2020x.pdf
FILM Course Enrollments, Fall 2016 -- Fall 2021.xlsx

Graduate Student Exit Survey

Graduate Program Exit Survey Quantitative analysis write up 2019.docx
Graduate Program Exit Survey Results Sept 2017.pdf
Graduate Student Exit Survey Results 2015-2021.pdf
Graduate_Student_Exit_Survey_Instrument_20201218.docx

IPEDS 2021-22

12-month Enrollment 2021-22.pdf
Academic Libraries 2021-22.pdf
Admissions Survey 2021-22.pdf
Completions 2021-22.pdf
Fall Enrollment 2021-22.pdf
Financial Aid Survey 2021-22.pdf
Graduation Rates 200 Percent 2021-22.pdf
Graduation Rates 2021-22.pdf
Human Resources 2021-22.pdf
IC Header 2021-22.pdf
Institutional Characteristics 2021-22.pdf
Outcome Measures 2021-22.pdf

Other

CommonTimeSurveyResultsSpring2017.pdf
Transportation Survey Analysis, Spring 2019 .pdf

Planning

AcAf data suite-FA21.pdf
Information Technology Strategic Plan Strategic Plan.pdf
Library Priorities Framework FY2023 and forward.docx
Library Strategic Plan - Final AY20.docx
WesleyanStrategicPlan TowardsWesleyanBicentennial.pdf

Presentations to BOT

Admission and Wes Experience For Board Feb 2021.pptx
Campus Affairs Feb 2021 - Report on Fall 2020 + Spring 2021 v23b.pptx
Campus Affairs May 2015 - Major and Demographic Trends.pptx
Campus Affairs Nov 2020 COVID Student and Faculty Surveys.pdf
COVID Response Needs and Data - Cabinet May 27 2020 DRAFT.pptx
SASAKI-FINAL_5-22-15 Board Presentation.pdf
Satisfaction Presentation, BOT March 2018 v6.pptx
Select Charts for Nicole's Presentation May 2020 - Fac of Color Retention.pptx
Student Faculty Ratios for May 2015 BOT - US News Top 20, 2014.pptx

Senior Exit Survey

Senior Survey Satisfaction Results 2021.pdf

Study Abroad

Study abroad student characteristics Class of 05--19.pdf

WesWell Well-Being Survey

2020 CORE Survey of Alcohol and Other Drugs Wesleyan University - Crosstab Report - LF.pdf
2020 CORE Survey of Alcohol and Other Drugs Wesleyan University - Executive Summary Report - LF.pdf
NCHA-II SPRING 2018 WESLEYAN UNIVERSITY INSTITUTIONAL EXECUTIVE SUMMARY.PDF
NCHA-II SPRING 2018 WESLEYAN UNIVERSITY INSTITUTIONAL WEB AND PAPER DATA REPORT.PDF
Well-Being Survey (Spring 2022) - Results (22.03.15).xlsx
Well-Being_Survey_Spring_2022_ Final.docx

STANDARD 3

2020-2021-faculty_handbook.pdf
2021-2022 Printed Student Handbook.pdf

Board Agendas and Minutes (Sample)

Board Materials 2019.09.pdf
Board Materials 2020.02.pdf
Board Materials 2020.05.pdf
Board Materials 2020.10.pdf
Board Materials 2020.11.pdf
Board Materials 2021.02.pdf
Board Materials 2021.05.pdf
Board Materials 2021.09.pdf
Board Materials 2021.11.pdf
Board Materials 2022.02.pdf
Board Materials 2022.05.pdf

Faculty Meeting Agendas and Minutes

Faculty Meeting Agendas 16-17.pdf
Faculty Meeting Agendas 17-18.pdf
Faculty Meeting Agendas 18-19.pdf
Faculty Meeting Agendas 19-20.pdf
Faculty Meeting Agendas 20-21.pdf

Materials for Chairs

2020-21 Visitor Req.docx
Annual Report Request_2021-22.docx
Chairs Handbook_2019_08_16 FINAL.pdf
External Review Schedule for Academic Units.xlsx
External_Review_Info_2021-2022.pdf

Materials for Chairs\Presentations to Chairs

Chair and Counselor_Tenure_Process_Presentation_2019_04_18.pdf
Chair and Counselor_Tenure_Process_Presentation_2020_05_19.pdf
Chair and Counselor_Tenure_Process_Presentation_2021_05_131.pptx
Chair_Presentation_2018_02_20.pdf
Chair_Presentation_2018_03_27.pdf
Chair_Presentation_2018_09_18.pdf
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Chair_Presentation_2019_03_26.pdf
Chair_Presentation_2019_04_23.pdf
Chair_Presentation_2019_10_29.pptx
Chair_presentation_2020_10_26-as_presented.pdf
Chair_presentation_2021_03_08.pdf
Chair_presentation_2021_04_05.pdf
Chair_presentation_2021_05_03.pdf
Chairs Presentation_2019_05_13.pdf
Chairs Presentations May 20201.pdf
Fall 2020 COVID Student and Faculty Surveys 10.28.pdf

Review of the Board

2017 Board Survey Report.pdf
Response to Governance Discussion at November 20th Board meeting.pdf

STANDARD 4

Academic Unit Annual Reports

Annual Report Request_2021-22.docx

Academic Unit Annual Reports\Annual Reports 2017-18

2018-CEAS-annual-report.docx
AFAMAnnualReport_2017_2018_Final.pdf
AMST_2017-18_Annual_Report.docx
ANNUAL REPORT FOR ACADEMIC YEAR 2017-GRST.docx
ANTH_2017-18_annual_report.docx
ARCP_2017-18_annual_report.docx
ARHA&ARST_2017-18_annual_report.pdf
ASTR_Annual_Report_2017_2018.pdf
BIOL_2017-18_annual_report.docx
CHEM_2017-18_Annual_Report.pdf
CLASSICS_Annual Report_2017-2018.pdf
COE_2017-18_Annual_Report.pdf
COL-ANNUAL REPORT FOR ACADEMIC YEAR 2017.docx
CSS_2017-18_annual_report.pdf
DANC_2017-18_annual_report [1].docx
E&ES 2017_2018 Annual Report.pdf
ECON_2017-18_annual_report.docx
ENGL_2017-18_annual_report.docx
FGSS_2017-18_annual_report.pdf
Film-2018-Annual-Report .pdf
GOVT_2017-2018_annual_report.pdf
HIST_2018_annual_report.pdf
Math & Comp ANNUAL REPORT FOR ACADEMIC YEAR 2017-2018.pdf
MBB_2017_2018_Annual Report.pdf
MDST-2018-Annual Reportfinal.docx
MUSC_2017-18_annual_report.pdf
NSB 2017-18 Annual Report.docx
PHIL_2017-18_annual_report.docx
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PSYC_2017-18_annual_report.docx
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RLL_2017_2018_Annual Report TL.docx
SISP_Annual_Report-2017-18.docx
Sociology Annual Report 17-18.docx
Theater Department - Annual Report 2017-2018.pdf

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ANTH_2018-19_Annual_Report.docx
ARCP_Annual Report 2018_2019.pdf
ARHA&ARST_2018-2019_annual_report.pdf
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DANC_2018-2019_annual_report.docx
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E&ES 2018_2019 Annual Report.pdf

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ENGL_2018-19 Annual Report.docx
FCGS_2018-19_Annual_Report.pdf
FGSS_2018-19_Annual_Report.pdf
Film-2019-Annual-Report .pdf
GOVT_2018-2019_annual_report.pdf
GRST_2018-19_annual_report.pdf
History Dept Annual Report 18-19.doc
Math and CS Annual Report, 2018-2019.pdf
MB&B_2018-19_annual_report.docx
MDST ANNUAL REPORT FOR ACADEMIC YEAR 2018-2019.docx
MUSC_2018-19_annual_report.pdf
NSB 2018-19 Annual Report.pdf
PHED_2018-19_annual_report.pdf
PHIL_2018-19_annual_report.pdf
PSYC_2018-19_annual_report.docx
REES_2018-19_Annual_Report.docx
RELI_2018-19_annual_report.docx
RLL_2018_2019_Annual Report.docx
SiSP_Annual_Report_2018_19.docx
Soc Annual Report_2018-19.pdf
THEA 2018-19 Annual Report.pdf

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ARHA_ARST_2019-2020_annual_report.pdf
ASTR_2019-20_annual_report.pdf
BIOL_2019-2020_annual_report.docx
CEAS_2019-20_annual_report.docx
CFA_2019-2020_Annual-Report.pdf
CHEM_2019-20 Annual Report.pdf
CIS_Annual_Report_2019-2020.pdf
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