

**PREFACE AND OVERVIEW  
WESLEYAN UNIVERSITY  
RE-ACCREDITATION SELF-STUDY**

Wesleyan University is one of the premier liberal arts institutions in the country and has strengthened itself significantly since the re-accreditation visit ten years ago. We have hired talented new faculty and reduced our student/faculty ratio. We have improved our ability to attract top students. We have seen a significant increase in the retention and graduation rate of our students. We have made a large investment in the maintenance of our physical plant and have begun to execute a decade-long building program to renew our campus. And finally, we have embarked on a successful capital campaign that is in its final years and is marked by a dramatic improvement in giving to the University.

Self-study is now an ongoing process at Wesleyan, from assessment and planning to action and evaluation. In this introductory statement we outline the self-study process we have developed, the strategic objectives we are committed to pursue, the gains we have made and the challenges we see ahead. We look forward to the advice of the visiting committee on ways to strengthen both the processes and the outcomes.

Wesleyan's self-study began with five major planning efforts including academic planning, facilities planning, financial planning, research and marketing plans, as well as planning for a comprehensive fundraising campaign. In October 1998, *Strategy for Wesleyan* drew these five streams together into a comprehensive plan for Wesleyan's future. The *Strategy* affirmed our strengths and identified strategic challenges. Throughout the planning process there has been broad engagement of the Wesleyan community – faculty, students, staff and trustees and what we believe to be an extraordinary level of consensus.

### **Academic Planning**

In January 1996, Wesleyan embarked on an examination of its curriculum, envisioning the requirements of a liberal education in the 21<sup>st</sup> century. We began with a community-wide conversation that resulted in the articulation of our mission and strategic vision in *Wesleyan Education for the 21<sup>st</sup> Century*. The outgrowth of that debate was the implementation of the Program in Curricular Renewal, a broad program that focused on increasing coherence in the curriculum for the first-two years of study.

## **Facilities Planning**

In 1997, we began a comprehensive review of our facilities needs for the future. Six committees comprised of faculty, staff and students analyzed the conditions of our physical plant, future needs to meet our programmatic objectives and possible solutions. This resulted in a report, *Facilities Masterplan Recommendations*, submitted to the Board of Trustees, in 1998. That plan, while subject to continuous testing and modification, is now being implemented.

## **Financial Planning**

The University Plan, begun in 1992, enabled the University to reach financial equilibrium. Subsequently, financial planning has followed the priorities established by the entire institution: providing additional resources for students in the form of increased financial aid; allocating resources for faculty compensation; and funding to begin the facilities plan. This has been accomplished within the strict requirement of balanced annual budgets.

## **Research Plans and Marketing Strategies**

Pro bono studies completed for Wesleyan by The Boston Consulting Group (BCG) and McKinsey & Company documented Wesleyan's standing, both perceived and quantifiable, among our peers, and categorized strategies to strengthen our institutional reputation and achieve our strategic goals. Recently, Neustadt Creative Marketing conducted a study of Wesleyan's admission marketing and its position among undergraduate liberal arts colleges. A new generation of admission publications developed by Neustadt is being distributed starting in February 2002.

## **Comprehensive Fundraising Campaign**

In 1998, Wesleyan's Board endorsed the Wesleyan Campaign with a total goal of \$250 million. The major campaign goals are: Student Aid – \$96 million; Faculty and Academic Excellence – \$55 million; Campus Renewal – \$55 million; and, a strengthened Wesleyan Annual Fund – \$44 million. As of June 30, 2002, giving to the campaign totaled \$187 million.

## **Objectives and Actions**

All of these planning streams have been translated into objectives that guide our choices and actions, and provide a basis for measuring our progress. Because our objectives are clear, we believe Wesleyan is advancing deliberately in a way that we believe meets the challenges set

by the last accreditation report. An important institutional challenge is to assure that the very large measure of campus consensus achieved during the planning stage is sustained as plans are implemented and objectives met.

We are currently pursuing fifteen strategic objectives grouped into four areas. Staff provide annual "report cards" to the Board of Trustees that use quantitative measures where possible to evaluate our progress. The objectives are listed below, and then discussed in the text that follows. Six of the objectives are highlighted in bold type to indicate highest priority:

#### **Faculty Scholarship and Teaching**

- **Hire and retain the best faculty**
- Provide the best academic experience for faculty and students

#### **Student Life and Learning**

- **Continue to improve the quality of a Wesleyan education**
- **Attract and retain the best students**
- Maintain financial access to a Wesleyan education
- Strengthen the learning community
- Continue to improve the campus life experience including supporting facilities

#### **Financial Resources**

- **Improve investment performance**
- **Complete the Wesleyan Campaign and improve ongoing fund-raising**
- Maintain financial equilibrium

#### **Administrative Excellence and Environmental Infrastructure**

- **Communicate the achievements of the Wesleyan community**
- Hire and retain the best administrators
- Continue to improve administrative efficiency
- Maintain and improve the physical and technological infrastructure
- Improve outreach to alumni/ae and parents

#### **Faculty Scholarship and Teaching**

Wesleyan's faculty are at the center of the University's academic mission. It is they who are the keepers of the spirit of the institution. It is they who determine Wesleyan's academic excellence, now and into the future, as they recruit and mentor their successors. The underlying purpose of our planning and objective setting is to create a platform that supports scholarship and teaching of the highest order.

Since the last re-accreditation visit, we have increased aggressively faculty compensation, added twenty new faculty positions and taken vigorous steps to fill the growing number of openings due to retirements to make certain that we have the teaching strength to deliver on our strategic commitment to excellence. We have instituted rigorous procedures to recruit high quality faculty, increased significantly the representation of minorities and women, and reduced the student-faculty ratio. Taken together these represent a remarkable renewal of the faculty.

Wesleyan supports scholarship and teaching through a moderate teaching load and a generous sabbatical policy that allows them to take a semester at full pay after every six semesters of teaching. Wesleyan also provides internal funding for scholarship and pedagogical innovations, and helps faculty in efforts to procure external funding. The student course evaluations illustrate a high level of satisfaction with teaching.

The faculty serve Wesleyan through many departmental and university committees, participation in faculty governance, and service to their professional associations. The formal role of faculty governance is described in the narrative but may not highlight adequately the very active role taken by Wesleyan faculty in institutional planning over the last seven years. The grassroots approach to institution-wide curricular change that resulted in the implementation of the Program in Curricular Renewal is a particularly compelling example of this engagement. The reorganization of the entire faculty governance structure, including the tenure process, is another.

The faculty governance changes were achieved after extensive analysis and debate, and with a high measure of formal consensus. The process of implementing these kinds of changes in the practical day-by day life of the university will not always be easy. The newly created faculty executive committee and faculty secretary should help to streamline faculty governance. The administration needs to communicate with the faculty on all matters affecting the university so that Wesleyan's strategic objectives have the full strength of a collegial enterprise behind them.

### **Student Life and Learning**

Our central strategic goal is to assure the excellence and rigor of every student's educational program. Significant steps taken since the last accreditation visit are modifications in the undergraduate degree requirements, an emphasis on advising in the first two years of study and the implementation of the Program in Curricular Renewal. A continuing challenge is to increase the number of students who complete their General Education Expectations. We have also examined our graduate

programs to ensure that they are of high quality and enrich Wesleyan's undergraduate mission. In addition, we are broadening our continuing studies offerings in order to strengthen our reach and visibility off-campus. All of our academic programs are benefiting from a six-year effort to renovate every classroom on campus.

Wesleyan has also addressed the quality of our students. In 1991, applications for admission had dropped for a third consecutive year and 20 percent overall. In the past decade our applications have dramatically increased in number and quality, placing Wesleyan among the most selective liberal arts colleges in the nation. Along with improved academic strength, we have increased the geographic and cultural diversity of the students who apply for admission and who matriculate at Wesleyan.

We have taken a multifaceted approach to improving education at Wesleyan. One approach has been to give both faculty and students better information about the Wesleyan curriculum to enable them to make decisions about their education. WesMaps, the on-line catalog of Wesleyan's curriculum, has been enhanced to identify those courses that address the essential capabilities, as well as clusters of courses that provide students with options for courses on specific topics or areas. The on-line course registration system allows students to select courses in a more meaningful and logical way compared to the old course lottery system.

We emphasize advising as an extension of teaching and we are working on a number of ways to improve advising. In a liberal arts setting without a core curriculum but with a strong commitment to students fulfilling the curricular expectations of a broad liberal arts education, advising is essential to helping each student learn how to develop a coherent program of study. We have paired first-year students with advisors based on mutual academic interest or, where possible, with a faculty member who will be their teacher that year. We created the electronic portfolio to gather a wide variety of academic resources on the Web to facilitate long term planning and better communication between students and their advisors and the administration. Finally, we have also developed a more academically focused orientation for first-year students.

The academic and student life environments at Wesleyan foster freedom and independence, which is a source of opportunity and challenge for students and staff alike. This freedom offers our students a tremendous opportunity for exploration, but demands from them sustained self-reflection and significant initiative in seeking out appropriate resources.

To meet these needs, Wesleyan has expanded its range of student services. We have increased emphasis on the first-year experience, residential life and the important social interaction among students as well as with the Wesleyan community and Middletown.

In addition, we have increased programming to expand the intellectual life of the students outside of the classroom and to create better social alternatives to the traditional social party scene. One challenge now being addressed is to make students more aware of and responsible for their conduct under our honor code and code of non-academic conduct.

### **Financial Resources**

Wesleyan is a fiscally sound institution. The University has shown the ability to maintain a balanced budget while undertaking financial planning that enables it to adjust and attain its programmatic priorities. Beginning in 1992/93, the University Plan achieved a balanced budget and the university has had a balanced budget each year since. This discipline will be maintained going forward, matched by a long-term goal of fundraising and sound investment performance to provide sufficient resources to meet institutional goals.

Wesleyan has offered national leadership in the current debate over need-based financial aid. Together with two dozen other elite institutions, we have maintained our view that need-based aid best serves our students and the larger community. We also made a significant financial commitment to reduce student loans. Students from the Class of 2001 who borrowed the maximum amount available each year graduated with a total of \$28,925 in student loans. Today, we have frozen loan levels so that now and in the future, students who borrow the maximum amount will have borrowed \$20,000 in four years with a corresponding increase in grant aid.

One of Wesleyan's challenges is that we are undercapitalized in comparison to our peers. Our efforts to improve portfolio performance, increase fundraising significantly, and achieve balanced budgets have allowed us to maintain our competitive position. If we are to improve our position, we must continue to advance in these areas. Our immediate planning challenge is to shape fundraising after the completion of the Wesleyan Campaign. We must determine the level of funding our strategy requires and the size and configuration of the university relations office needed to accomplish our objectives.

## Administrative Excellence and Environmental Infrastructure

Over the past seven years, the Board, the faculty and the administration have evaluated and changed their organizational structure and governance practices. While many of the changes are in place, work is ongoing to establish the practices and procedures necessary to implement the new structures. The Board has redefined the responsibilities of its standing committees and remains engaged in governance activities through the current review of its by-laws and discussion about the appropriate term of service for Board members. Gradually over the past seven years, the members of senior staff have been hired into their present position by President Bennet. In the transition to the new senior management, many administrative units have undergone an internal assessment and reorganization. Having accomplished this transition, the institution has a stable senior management structure.

The Wesleyan campus consists of 280 acres and includes about 110 academic buildings with about 2.7 million square feet of space. A major development since the last re-accreditation visit is the addition of the 160-acre Long Lane property that adjoins the campus on the south. Wesleyan has an effective major maintenance program, begun during the University Plan, that in 2001/02 invested \$8.1 million into the physical plant. This is a major accomplishment over the past ten years and addresses the deferred maintenance problem noted in the last re-accreditation report.

Over the past five years the institution completed a comprehensive facilities plan that is currently being implemented and will take a decade to complete. Wesleyan has already renovated many of our classrooms, completed several building renovations, and built one major building addition. We recognize the need to monitor the overview of the campus master plan and to adjust our facilities plan as needs and conditions change during the decade.

Since the last re-accreditation visit, Wesleyan has become a leader in developing new technologies on campus. The library, which has an extensive collection well-suited to the teaching and research environment of the university, is rapidly evolving into a Web-based resource with access to many collections and services 24 hours a day, 7 days a week. Of particular importance is our participation in a consortium that makes the resources at Connecticut College and Trinity College available overnight. One recent innovation introduced by the consortium is the ability to obtain the assistance of a reference librarian until 2 a.m. from anywhere on the internet. These new resources have radically changed the way users interact with the library. In the future, services and collections must continue to support student and faculty demand for more digital resources while maintaining the more traditional library resources.

In the last decade, Wesleyan has made a major investment in information technology to enrich the teaching and learning environment. The campus and surrounding student residences have been wired for high-speed data access and there has been a major investment in desktop equipment and support services. Academic computing managers work with faculty to incorporate the use of information technology into their teaching. Our Webtech program pairs technology-savvy students with faculty to develop web-based resources for specific courses.

New technologies have facilitated a more efficient and decentralized distribution of university information to the appropriate user, whether a faculty member, student, administrator or alumnus/a. This technology is flexible and adaptable to a variety of innovative administrative and educational applications that can be served over the Web. Our Web-centric strategy, the use of Web-based technology to provide services and information, will have an impact on the curriculum and enable new forms of teaching and learning to take place in the classroom and on the campus network.

Having developed and begun to implement an institutional strategy that builds upon Wesleyan's academic strengths, we have turned our attention to the creation of a plan for communicating those strengths to our constituencies on the campus and beyond. Our review of existing publications led first to the redesign of *Wesleyan* magazine. We have also revamped Wesleyan's Web site with the goal of providing a better organized more navigable site. We continue to emphasize the development of stories based on the work of Wesleyan's faculty and students for our various publications, as well as placements with regional and national media.

### **Self-Study Narrative**

In the preparation of the narrative that follows, the early draft statement for each accreditation standard was reviewed by faculty members knowledgeable about the specific standard because of their leadership in a specific aspect of our planning process, as well as by trustees and administrators. Revised drafts were then placed on the University's Web site for open comment and a forum was held to gain additional input from the entire community. Some of the comments received during this period were incorporated into the final version. The final version is available on our Web site along with information about our institutional assessment project.



## STANDARD ONE MISSION AND PURPOSES

In January 1996, Wesleyan embarked on a self-examination of our curriculum and the meaning and value of liberal education in the 21<sup>st</sup> century. The salient points of the study were captured in President Bennet's 1997 paper, *Wesleyan Education for the 21st Century*. The introduction to that paper clearly states our mission and purpose:

Wesleyan graduates will live in a world of plurality and change. They will change jobs, communities, and countries. They will work on a turbulent frontier of new information and technological advances. They will have to make ethical and moral judgments based on the reliability of their own gyroscopes, more than on received wisdom. They will need confidence to choose their own directions. They will need the ability to capture the energy of change rather than being captured by it. They must be able to prosper in a global economy. Their success as individuals, citizens, and leaders will require both enduring skills and a platform of knowledge and values against which to assess an explosion of new information and unfamiliar circumstances.

Liberal education, with its breadth and intellectual discipline, offers students the best preparation for a world of change and plurality. As in the past, liberal education continues to be redefined to accommodate new knowledge and needs, and Wesleyan is contributing to that redefinition as the University defines its own educational future.

The task of liberal education, as we see it today, is to instill a capacity for critical and creative thinking that can address unfamiliar and changing circumstances, to engender a moral sensibility that can weigh consequence beyond self, and to establish an enduring love of learning for its own sake that will enable graduates to refresh their education throughout their lives. In a plural age, "liberal education" can no longer imply a single canon, nor should an educational institution prescribe values. It does teach students how to think confidently and act independently, free of unexamined assumptions, and it is to these characteristics of intellectual and personal freedom that we attach the term "liberal."

We intend that Wesleyan graduates have a strong sense of public purpose and responsibility for the global future. Liberal education offers the underpinning for democracy in a time when technical specialization may make the common interest increasingly hard to discern. Wesleyan President Victor Butterfield, in 1955, declared that Wesleyan would graduate people "who far out of proportion to their numbers will help give our country strength of moral and intellectual leadership." We reaffirm that commitment for a global era.

Wesleyan will continue to educate the gifted and curious and to welcome students from all cultural and economic backgrounds, from America and, increasingly, from abroad. Because learning takes place outside the classroom as well as inside, Wesleyan's status as a residential institution and the diversity of its community will remain strong educational assets. For all who graduate, a Wesleyan degree will signify breadth, depth, and excellence of academic accomplishment.

*Wesleyan Education for the 21<sup>st</sup> Century* defined the essential capabilities that a Wesleyan graduate will need to master including:

- Critical thinking and analysis, including quantitative skills
- Creative thinking
- Moral sensibility
- Communication -- writing, speaking, reading, visual and aural literacy, and the ability to understand the communication of others
- Familiarity with the processes through which knowledge is created
- Ability to engage technology
- Capacity for effective citizenship and intercultural competence, including foreign language

Subsequently, in November 1998, the Wesleyan Board of Trustees officially adopted a strategic plan entitled *Strategy for Wesleyan* that was the outgrowth of a comprehensive study designed to establish the actions necessary to achieve the goals of the academic plan. More detail about the plan and its implementation is covered in Standard Two – Planning and Evaluation.

## Conclusion and Next Steps

Over the past seven years, Wesleyan has been through an intensive self-study that has examined all aspects of the institution. That work clearly defined our purpose and mission and established our course of action. That work is also the foundation for this report.

Subsequent refinement of *Strategy for Wesleyan* created a list of high-level strategic objectives, also described in Standard Two. Each objective is tied to a specific set of actions, measures of progress where appropriate, and long-term goals. The senior staff and the Board of Trustees track these important measures annually and conduct a broad array of surveys and data analysis to evaluate the progress of the institution toward its goals.



## STANDARD TWO PLANNING AND EVALUATION

In 1998, Wesleyan's fifth-year interim accreditation report anticipated the development and implementation of operating plans resulting from the intensive planning that had taken place since President Douglas Bennet's arrival in 1995. As will be seen in this standard and throughout the self-study, much has been accomplished. In the Fall of 1998, *Strategy for Wesleyan* set the path for much of what Wesleyan set out to achieve. Two years later, the University established strategic objectives to ensure that our actions were consistently in support of our goals and plans.

The fifth-year interim report also encouraged the routine use of evaluation of our planning efforts. The section of this standard on evaluation outlines the increased attention to data collection and analysis that Wesleyan now pays through its Office of Institutional Research.

### Strategy for Wesleyan

Since 1995, we have been engaged in planning and action, much of which was summarized in *Strategy for Wesleyan* in October 1998. The *Strategy* paper describes five planning streams: academic planning, facilities planning, financial planning, research and marketing, and planning for a comprehensive fund-raising campaign.

*Strategy for Wesleyan* drew these five streams together into a comprehensive plan for Wesleyan's future. For each planning stream, broad and intense involvement of key constituencies has been central. In all areas, action has accompanied planning. We have affirmed our strengths and our commitment to strategic changes. The success of the *Strategy* and each of the planning streams led the University to the conclusion that this re-accreditation self-study was best accomplished by summarizing the planning that has been done over the past seven years.

### Academic Planning

In 1995, the University began a sweeping review of its educational mission and its institutional practices to test Wesleyan's longstanding commitment to liberal education against the challenges of the 21<sup>st</sup> century. For three years the campus community discussed and debated Wesleyan's role in promoting liberal learning and the means by which we could best serve our students.

University administrators consulted a wide range of constituents – faculty, students, staff, trustees and alumni/ae. Wesleyan issued a call for papers that would recommend issues that should be considered in the academic planning process. These papers, 66 in all, formed the basis of several retreats, six

campuswide forums, as well as more informal conversations among faculty and with alumni/ae.

The result was a broad strategic plan, *Wesleyan Education for the 21<sup>st</sup> Century*, that articulated and renewed Wesleyan's commitment to the liberal arts; to the diversity of its community, both culturally and economically; and to the residential life experience of undergraduates. The paper states that "liberal education, with its breadth and intellectual discipline, offers students the best preparation for a world of change and plurality."

*Wesleyan Education for the 21st Century* has been widely circulated among alumni/ae and friends, leaders in higher education, business and the nonprofit sector. The response has been positive and has affirmed the direction that we have taken. The review was "by Wesleyan and about Wesleyan," but its main tenets -- an emphasis on student learning and the critical role of faculty as scholar/teachers -- are also regarded by educational leaders as fundamental to quality undergraduate education. The document reasserts Wesleyan's commitment to distinguished teaching and scholarship and looks for practical ways to maintain a traditional liberal arts educational program in the context of rapid societal changes.

In the spring of 1998, Wesleyan's faculty completed legislation supporting *Wesleyan Education for the 21st Century*. This legislation established the Program in Curricular Renewal, which is described in detail in Standard Four -- Programs and Instruction. Curricular Renewal reshapes the concept of an interconnected curriculum and offers a plan for enhanced advising that is practical, substantive, and achievable.

### **Facilities Planning**

Since the last accreditation visit, Wesleyan has embarked on a systematic analysis of all aspects of its physical plant to develop a comprehensive facilities plan. Consistent with the academic plan, the facilities planning process has fostered coherence while sustaining variety. We have paid attention to the current physical fragmentation of the campus and its failure to reinforce sufficiently the notion of a residential academic community.

The outgrowth of the facilities master planning process was a series of recommendations that were then tied to the specific goals of *Strategy for Wesleyan* that, in turn, informed the fund-raising priorities of the Wesleyan Campaign.

Specific projects include the center of campus initiative that includes the renovation of Memorial Chapel and '92 Theater on College Row and the development of a new university center in the old athletic buildings adjacent to Andrus Field; science projects that include a new science building to replace Hall-Atwater; humanities projects, including renovation of Fisk Hall and five

additional buildings on High and Court streets that house faculty to create a humanities village; the construction of a teaching museum to house Wesleyan's art and material culture collections; arts projects that include the construction of new space for the Film Studies Program and the reconstruction of the 247 Pine Street dance studio; the adaptation of Davenport for use by the social sciences once the university center is in place; and, the renovation of more than 80 of Wesleyan's classrooms to ensure that they have the necessary level of information technology as well as the appropriate ambiance for teaching.

Another major development has been the addition of 160 acres of land, the former state of Connecticut Department of Children and Families Long Lane School, southeast of the campus adjacent to the Freeman Athletic Center. Wesleyan retained Sasaki Associates to provide a preliminary land-use analysis of the Long Lane School property and is in the process of carrying out an extensive environmental analysis of the property.

Wesleyan's facilities plan promises to support the goals of the academic planning process. They are respectful of the beauty and value of our campus, bringing vigor to our historic legacy, rather than violating it. The consistent focus is to build a strong residential academic community, attractive to both students and faculty.

### **Financial Planning**

With a clear vision articulated in *Strategy for Wesleyan*, the University is in a better position to focus resources in those areas that contribute to the attainment of strategic objectives. A critical tool, and the starting point of the annual planning cycle, is the long-range financial projection, a 10-year forecast that takes into account institutional goals and strategic objectives as well as anticipated environmental opportunities and challenges. Careful planning in budget development and careful use of our resources throughout the years has resulted in 11 consecutive years of balanced operating budgets as well as additions to reserve funds designated to manage uncontrollable fluctuations in areas such as insurance, need-based financial aid and energy costs.

Wesleyan includes in its long-range financial plans ongoing funding for major maintenance and a long-range facilities plan. In June 2001 the University issued \$93 million in tax-exempt debt through the Connecticut Health and Educational Facilities Authority (CHEFA). In addition to the purchase of the Long Lane property, the loan will fund various renovations and new construction. Wesleyan maintains an excellent credit rating and should be able to borrow additional funds in support of the facilities master plan.

The current financial model allows us to evaluate the potential impact of changes in key planning assumptions and to analyze options in the context of financial equilibrium. The modeling process also permits us to identify those program

areas where significant improvement must be achieved through a major infusion of capital gifts and increases in annual giving.

## **Research and Marketing**

Pro bono studies completed for Wesleyan by The Boston Consulting Group (BCG) and McKinsey & Company researched and documented Wesleyan's standing, both perceived and quantifiable, among our peers and categorized the various strategies available to the University to refocus institutional reputation and achieve our strategic goals. These studies both confirmed previous planning efforts and provided direction for subsequent planning and evaluation.

In 1996/97, BCG collected and analyzed data from our Admission Office and the College Board's Admitted Student Questionnaire (ASQ). Among other findings, its analyses revealed the advantages and disadvantages of Wesleyan's image versus its competitors.

In 1997/98, McKinsey & Company built on the BCG data analysis by isolating the components of an "academic core" that were common to all "top five" liberal arts colleges, as rated by *U.S. News & World Report*. They suggested strategies for building on Wesleyan's academic strengths and for remaining competitive.

These external studies have encouraged several initiatives, which are included in *Strategy for Wesleyan*: to increase faculty and, accordingly, to reduce class size; to focus on academic excellence, broadly defined, not on attracting "niche markets", i.e., groups of potential applicants with a specialized focus or set of expectations; to emphasize quality of learning experience and excellence of faculty resources; and to improve financial aid and reduce student debt burden.

In 2001, Neustadt Creative Marketing conducted a study of Wesleyan's admission marketing and institutional position among undergraduate liberal arts colleges. Neustadt praised Wesleyan's strong position among the most prestigious liberal arts colleges, noting our dramatic increase in selectivity of student admissions and strong relationships with independent secondary schools, especially in the Northeast. Areas for growth and improvement included expanding awareness outside the Northeast United States and in public secondary schools generally. Distribution of a new generation of admission publications developed by Neustadt began in February 2002.

Building upon the BCG, McKinsey and Neustadt reports, we have focused on the key elements – a Wesleyan education and Wesleyan's faculty – to tell our story to the larger community. By any objective standard, a Wesleyan education is among the best preparations available for a full and successful life in a fast-changing and interdependent world. Scholarly production by Wesleyan faculty is outstanding among institutions of our kind. A clearly targeted marketing strategy has begun to assert Wesleyan's core academic commitments.



## Planning for a Comprehensive Fund-Raising Campaign

Wesleyan's planning goals will require broad alumni/ae engagement and financial support. All independent educational institutions thrive because of the loyalty and generosity of their friends and supporters, and college prestige is measured, in part, by the extent of alumni/ae giving. Wesleyan fund raising is on the upswing, but only broad-based alumni/ae support will make possible the changes that will keep Wesleyan among the top undergraduate institutions. Our success in fund raising, particularly the dramatic growth in the last two years, has brought us closer to the levels of fund raising enjoyed by other highly selective liberal arts colleges.

In September 2000, Wesleyan's Board endorsed the Wesleyan Campaign with a total goal of \$250 million. The major campaign goals were based on the planning streams articulated in *Strategy for Wesleyan*: student aid, \$96 million; faculty and academic excellence, \$55 million; campus renewal, \$55 million; and, a strengthened Wesleyan Annual Fund, \$44 million.

In student aid, we are determined to maintain Wesleyan's commitment to need-blind admission while keeping our overall cost in line with our peers and controlling the level of debt incurred by our aid-eligible students. Major academic objectives include reducing our student-faculty ratio from 11:1 to less than 10:1 by funding the 20 new tenure and tenure-track faculty positions called for in *Strategy for Wesleyan*. The entire facilities master plan will require more than \$130 million in projects over 10 years, most of it for adaptation and reuse of existing spaces. This campaign will seek funds for roughly one-third of the total facilities plan. Finally, we aim to have a 50 percent increase in dollars to the Wesleyan Annual Fund by the campaign's end in FY 2004. Annual Fund gifts will be the main giving vehicle for the vast majority of donors in the extended Wesleyan community. It is a crucial component, adding from \$6 to \$8 million to the annual operating budget for everything from faculty salaries to electricity and heat to financial aid.

### Strategic Objectives

Beginning in Fall 2000, the University began to distill the planning efforts of the preceding six years into a set of strategic objectives. Senior staff worked with faculty leaders to develop a draft set of objectives that were then discussed with the Board of Trustees at a retreat in January 2001. The objectives with corresponding actions and measures of progress were revised based on the consensus achieved at the retreat.

The objectives are divided into four areas: faculty scholarship and teaching; student life and learning; financial resources; and administrative excellence and environmental infrastructure. A total of 15 objectives fall within these areas; the six highlighted in bold have high priority for immediate action:

#### Faculty Scholarship and Teaching

- **Hire and retain the best faculty**
- Provide the best academic experience for faculty and students

#### Student Life and Learning

- **Continue to improve the quality of a Wesleyan education**
- **Attract and retain the best students**
- Maintain financial access to a Wesleyan education
- Strengthen the learning community
- Continue to improve the campus life experience including the supporting facilities

#### Financial Resources

- **Improve investment performance**
- **Complete the Wesleyan Campaign and improve ongoing fund-raising**
- Maintain financial equilibrium

#### Administrative Excellence and Environmental Infrastructure

- **Communicate the achievements of the Wesleyan community**
- Hire and retain the best administrators
- Continue to improve administrative efficiency
- Maintain and improve the physical and technological infrastructure
- Improve outreach to alumni/ae and parents

These strategic objectives now serve as the centerpiece of Wesleyan's planning and evaluation efforts. One or more actions are necessary to achieve each objective; specific measures evaluate whether the objective is being met. Wesleyan has consistently provided annual "report cards" to the Board of Trustees that used quantitative measures to evaluate our progress. Beginning this year, we have revised and expanded the report cards (see the Appendices) to fit with the recently developed strategic objectives.

Wesleyan has developed a Web-based institutional portfolio to display the strategic objectives and the measures used to evaluate our progress. The portfolio enables us to link both quantitative and qualitative information to our stated objectives. In addition to serving as an electronic fact book, the Web site serves as a resource for us to track our progress as a community and for people outside of the institution to gain a more in-depth understanding of our mission and level of achievement.

## Evaluation

Evaluation at the University is the primary responsibility of the Office of Institutional Research that works in conjunction with individual offices and academic departments during our ongoing evaluation process. The office has historically consisted of the director of institutional research; it was recently expanded to include an assistant director to meet the growing evaluation needs of the institution.

The director and assistant director meet regularly with the Institutional Research Advisory Committee to discuss and review current and future evaluation activities. The committee is comprised of members from the major administrative units on campus that are responsible for helping the university achieve its strategic objectives.

Occasionally the institution will hire outside consultants to assist with evaluation. Recently, Wesleyan used Neustadt Creative Marketing, as noted above, to evaluate the University's position in the admissions market, Resolution Economics to study faculty salaries, and Demographic Perspectives to analyze our Alumni/ae Survey, as well as to conduct focus groups to understand student dissatisfaction with food services.

Wesleyan collects a wide variety of data to support and evaluate its planning efforts. Our data sources include internal databases, external data, surveys, and focus groups. Recently, the institution moved its student database to the PeopleSoft system, which has allowed rapid access to student information for data analysis. The Office of Institutional Research in conjunction with Information Technology Services has set up a system to archive selected portions of the student and faculty database to develop a "frozen" database to aid in planning and evaluation. A similar process is currently being developed for financial aid data.

In addition to internal data sources, Wesleyan regularly participates in a data exchange with Consortium on Financing Higher Education (COFHE), to which we submit a variety of data about the institution, such as applications, financial aid, salaries, etc., and receive detailed data reports in return. We also recently joined the National Student Clearinghouse, which allows us to determine where students transfer if they leave Wesleyan before graduating.

Wesleyan also participates in external studies to better understand and evaluate our programs and policies. For several years the University has been a participant in a research project headed by Michael Nettles of the University of Michigan that tracks the educational careers of minority students and has provided data and permitted surveying of our students to better understand academic performance and retention of minority students. We also participated

in the Academic Excellence study, a research project that collected information about teaching and research productivity in the natural sciences.

Wesleyan also regularly conducts a substantial amount of survey research for evaluation purposes. To understand where Wesleyan stands compared to our peers, we conduct much of our research in conjunction with COFHE, that allows the sharing of survey results among participating schools. We survey graduating seniors every spring. Data from these surveys are used for some of our benchmark measures. We have also participated in COFHE's last two Parents Surveys and its most recent Alumni/ae Survey. The institution also participates in COFHE's surveys of enrolled students that are conducted almost every year.

Besides COFHE surveys, Wesleyan uses surveys conducted by other external groups for evaluation. The Higher Education Research Institute's CIRP Freshman Survey has been conducted at Wesleyan for more than 30 years. It provides a view of our incoming freshmen class. We have also begun administering the College Board's Admitted Student Questionnaire Plus on a regular basis to gather information about the opinions and college choices of our admitted students.

We also conduct a variety of internal surveys. For several years we administered a course access survey to understand the issues surrounding registering for courses, and we recently conducted an orientation evaluation survey, administered to first-year students at the end of their first semester. Faculty and staff are also surveyed on an irregular basis on such topics as satisfaction with rental housing and use of library resources. In addition, the University has developed its own tools and methods to assist with survey administration, such as a bulk e-mailer that has mail-merge capabilities and studies of how prizes and different methods of contacting students affect the response rate for surveys of students.

In addition to collecting data to construct measures for evaluation purposes, Wesleyan also conducts in-depth analyses on special topics. Recent examples include an analysis of Senior Survey data to assess student satisfaction with instruction, an investigation into gender equity in faculty salaries, a study of student-athlete admissions and academic performance, and an ongoing study of retention and graduation behavior.

Evaluation results are usually disseminated to the unit(s) being evaluated, with results also shared with the president and senior staff. The University has not disseminated results of many projects very widely but is currently considering strategies to better publicize our evaluation efforts.

## Conclusion and Next Steps

Wesleyan's planning and evaluation efforts have been so extensive that we found that it was most appropriate to conduct our accreditation self-study by pulling together the results of our planning efforts over the last six years. We began with the community-wide planning process that resulted in the articulation of our mission and strategic vision in *Wesleyan Education for the 21<sup>st</sup> Century. Strategy for Wesleyan* pulled together our five planning streams, including the academic planning process that resulted in the Program in Curricular Renewal. Currently, the strategic objectives process has provided us the focus to collect and utilize data to support continuous improvement and to ensure that our actions are aligned with our objectives.

Our institutional research efforts will involve continued participation in COFHE research projects. COFHE's research is supported by an excellent central staff and is reviewed by the researchers at the COFHE institutions. The results from COFHE surveys inform us about Wesleyan and provide invaluable comparative data with our peer institutions. On campus, we will develop more targeted Web surveys and analyses related to specific strategic actions, especially in areas where we are not meeting our goals.

The dissemination of evaluation results is an area that requires our attention. If properly maintained and made available to the University community, the newly developed Web site that links our strategic objectives process to actions and measures may address this need.



## **STANDARD THREE ORGANIZATION AND GOVERNANCE**

The charter of Wesleyan University (see the Appendices) recognizes the Board of Trustees as the corporation and vests in the trustees the sole and exclusive authority to establish, maintain and conduct a university in the city of Middletown.

### **Board Governance**

The Board of Trustees consists of no more than 33 members including the president of the University. The charter specifies that a majority of the Board must be alumni/ae of the University. Alumni/ae may elect up to nine trustees for terms not to exceed three years, and alumni/ae elected trustees may not be reelected as such, but may be elected as charter trustees at a later date. All other trustees are elected by a majority of the Board for terms of six years. Trustees emeriti may be elected by the Board and may attend Board meeting with voice but without vote.

The Board typically meets four times a year: an annual retreat in September, followed by meetings in November and March, culminating with the annual meeting that is held in Middletown within 10 days of commencement. The Board may elect to hold additional meetings during the year following appropriate notice. The trustees, as a group, have an attendance record of 95 percent for scheduled Board meetings.

Officers of the Board include the Board chair, one or more vice chairs and a secretary, all of whom serve concurrent two-year terms commencing July 1 following election at the annual meeting.

### **Board Committees**

Following a self-study in 1996/97, the Board voted to reorganize its standing committees to include the Campus Affairs Committee, the Finance Committee including the Portfolio Subcommittee, the University Relations Committee and the Board Governance Committee. In 2001/02, the Board added the Audit Committee to the list of standing committees. The Board also has created ad hoc committees to deal with specific issues, for example, long-range planning, facilities and communications development.

The Campus Affairs, Finance and University Relations standing committees consist of a chair elected by the Board and trustees appointed in consultation with the president and the chair of the standing committee. In addition, a total of six faculty members chosen by the faculty and a total of six students chosen by the students may serve on these three standing committees. The Portfolio Subcommittee of the Finance Committee consists of the chair of the

subcommittee and not less than two additional trustees and other non-trustees appointed by the Board chair in consultation with the president and the chairs of the Finance Committee and the Portfolio Subcommittee. The Board Governance Committee consists of the chairs of the committees, who serve two-year terms, and four additional trustees elected by the Board for one-year terms. The chair of the Board and the president are *ex officio* members of all standing committees with the exception of the Board Governance Committee.

All trustee, faculty and student members of the standing committees are entitled to vote in committee, except that only trustee members of the Campus Affairs committee may vote on personnel matters. All standing committee members may attend the Board meetings where non-trustees have voice without vote.

**Campus Affairs** – The Campus Affairs Committee is responsible for the Board’s oversight of the educational program of the University including matters relating to the faculty and curriculum and for student affairs including admission and residential life. All appointments to the faculty conferring tenure and every promotion of a member of the faculty newly incurring tenure are reviewed by the Campus Affairs Committee, which makes a recommendation to the full Board for its approval. The committee is staffed by the vice president for academic affairs and provost, the dean of the college and the dean of admission and financial aid.

**Finance Committee** – The Finance Committee is responsible for oversight of the university’s capital and operating budget and for monitoring the long-range financial plan. The Finance Committee recommends to the full Board the operating budget for the University for the ensuing year. The Finance Committee is responsible for facilities and property management and is the oversight committee for the Portfolio Subcommittee. The committee is staffed by the vice president for finance and administration.

**University Relations** – The University Relations Committee has responsibility for development activities and communication with the alumni/ae, parents of current and graduated students of the University, and other external groups. The committee is staffed by the vice president for university relations and the director of university communications.

**Governance** – The Board Governance Committee is responsible for matters relating to the functioning of the Board, including serving as the nominating committee for Board officers and for newly elected trustee members of the Board. The Governance Committee also conducts periodic self-assessments of the Board to strengthen the overall performance of the organization. The committee is staffed by the vice president and secretary and the executive assistant to the Board of Trustees.



The Board officers and the chairs of the standing committees consult with senior staff in the development of the agenda for the Board meetings. Materials are organized by committee into a Board book and circulated to the Board approximately 10 days before each meeting. Board materials, except for confidential personnel materials, are also shared with the faculty and student leadership and appropriate administrative staff on campus. Trustees emeriti also receive the agenda and may request a Board book. Other communications and updates occur as necessary throughout the year. The Board officers and chairs of the standing committees also keep in contact with the appropriate members of senior staff to develop the agenda and materials to support the meeting. The chair of the Board is in frequent contact with the president.

**Audit Committee** – The Audit Committee is responsible for oversight of the university's internal control and auditing functions, and for advising the board on the adequacy and effectiveness of the university's accounting procedures, systems and controls. The Audit Committee evaluates the independent auditors of the University and, where appropriate, recommends the replacement of auditors. The committee is staffed by the vice president for finance and administration.

### **Administrative Organization**

The president is the chief executive officer of the organization and is elected by a two-thirds majority of the Board. The president's senior staff consists of 11 people and includes the vice president for academic affairs and provost, the associate provost and dean of continuing studies, the vice president for finance and administration, the vice president for university relations, the vice president and secretary, the executive assistant to the Board of Trustees, the dean of the college, the dean of admission and financial aid, the director of affirmative action, the director of information technology services and the director of university communications.

### **Senior Staff**

The president's senior staff meets weekly to review and discuss a broad array of topics designed to keep all members of the senior management informed on all aspects of the institution. Senior staff members are charged with consulting and working with the appropriate constituencies throughout the institution to solve problems and implement policy. Following research and discussion with both internal and external constituencies, the president and senior staff in consultation with the Board of Trustees are responsible for setting priorities and establishing the strategic direction of the institution.

The roles of the members of senior staff are as follows:

**Vice President for Academic Affairs and Provost** – The vice president for academic affairs and provost has responsibility for matters relating to the recruitment and promotion of the faculty, the content of the curriculum, continuing studies, athletics and the library. The vice president for academic affairs oversees the budget for faculty compensation and for academic departments and programs, as well as athletics and the library. The office includes the senior associate provost who is also the dean of continuing studies, the deans of the three academic divisions and the newly created office of the secretary of the faculty. In addition to the university librarian, the dean of continuing studies and the director of athletics, the directors of the offices of International Studies, Graduate Studies, Writing Programs, Center for the Arts and the Graduate Liberal Studies Program report to the office of the vice president for academic affairs.

**Associate Provost and Dean of Continuing Studies** – The dean of continuing studies coordinates educational activities that occur outside Wesleyan's traditional undergraduate and MA/PhD programs. These responsibilities include supervision of the Graduate Liberal Studies Program and coordination with other campus programs that serve pre-college students and adult learners. Duties as the associate provost include a variety of planning and implementation tasks, including curriculum development. In addition to responsibilities in support of the vice president for academic affairs such as oversight of the budget, the associate provost oversees the Office of the Registrar, Institutional Research and the Program in Curricular Renewal. The university registrar is responsible for enrollment, course registration, academic histories and transcripts.

**Vice President for Finance and Administration** – The vice president for finance and administration is responsible for the financial operations of the institution, including budgeting, accounting, financial reporting, long-range financial planning, asset management, liability management and risk management. The vice president for finance and administration is responsible for the operation and maintenance of facilities, construction activity, facilities planning, campus safety and, with the dean of the college, food service. The vice president for finance and administration is also responsible for the human resource function, including salary and benefit administration, recruiting, retention and training. The vice president also serves as the coordinator of the University's legal representation.

**Vice President for University Relations** – The vice president for university relations leads the planning and management of many of Wesleyan's outreach activities, alumni/ae and parent relations, fund-raising other than government-sponsored research, and career resources for students and alumni/ae. A major responsibility is the development and staffing of a \$250 million comprehensive campaign to increase dramatically gift and volunteer support to Wesleyan.

**Vice President and Secretary** – The vice president and secretary is responsible for the coordination of senior staff and the implementation of interdepartmental initiatives. Together with the executive assistant to the Board of Trustees, the vice president and secretary oversees the preparation for and follow-up after Board meetings. Other areas of responsibility include information technology services; liaison with our institutional organizations (e.g., the Connecticut Conference of Independent Colleges) and coordination of state and town relations.

**Dean of the College** – The dean of the college is responsible for three distinct offices that provide support to students: Academic Support Services, Office of Student Services including the Department of Health Services, and the Office of Behavioral Health. Academic Support Services is the division that, through the class deans, is responsible for interpreting and implementing the academic policies and procedures of the University and for providing academic support services for students. The Office of Student Services is responsible for nonacademic services for students, for example, Residential Life, Community Services, the Campus Center, Student Activities and Leadership Development, and the Upward Bound Program. The Office of Behavioral Health for Students offers therapy and consultation to students.

The Office of the Dean of the College coordinates the new-student orientation program, the faculty advising program, and outreach programs to diverse groups within the student body. The office is also responsible for reviewing, in conjunction with faculty and student committees, a wide range of issues that affect students' academic and cocurricular experiences.

**Dean of Admission and Financial Aid** – The dean of admission and financial aid supervises the admission and financial aid offices, directs all aspects of admission and provides general supervision in the area of financial aid. The admission staff is responsible for the recruitment and selection of all entering undergraduates. The financial aid staff of eight administers \$30 million of financial assistance in a need-based program and counsels families on matters related to financing a Wesleyan education.

**Director of Affirmative Action** – The director of affirmative action serves students, faculty, administrators and staff concerning all issues of equity and opportunity as they relate to race, gender, sexual orientation, disability, age or national or ethnic origin. The director manages the day-to-day activities of the Office of Affirmative Action.

**Director of Information Technology Services** – The director is responsible for all aspects of information technology at Wesleyan. This includes technology infrastructure such as the high-speed campus network, common services such as e-mail, administrative databases and applications, technology underlying the use of the Web and, finally, the use of technology in teaching and learning. The

director consults with the president and senior staff on the strategic uses of information technology.

**Director of University Communications** – The director of university communications is charged with increasing public understanding of and support for Wesleyan’s missions of teaching and research. The director is responsible for developing and executing a comprehensive communications strategy, identifying the University’s assets, the key audiences it needs to reach, the messages to be communicated, and the specific media to be used to reach each audience. The director advises the president on public relations issues, plans the president’s media cultivation activities, and writes for the president, as needed. The director oversees media relations activity, serves as principal spokesman for the news media and supervises the production of University publications, including the University magazine and Wesleyan’s Web site.

### **Faculty Governance**

The By-Laws of Wesleyan University state that “The faculty shall consist of the professors, associate professors, assistant professors, lecturers, and instructors, and the president of the University, together with such others as may be constituted members thereof by vote of the Board of Trustees.” The faculty are responsible for the establishment of the curriculum and all degree requirements. Each member of the faculty is a member of at least one department, college, or program. The departments are grouped in three Divisions: Division I, Humanities and Arts; Division II, Social and Behavioral Sciences; and Division III, Natural Sciences and Mathematics. In addition the University has 11 interdisciplinary programs. The faculty report through their department and program chairs to the academic deans for each division, who in turn report to the vice president for academic affairs and provost. The interdisciplinary programs report to the academic dean of social and behavioral sciences.

The by-laws of the faculty require three faculty meetings each semester. The meetings are presided over by the chair of the faculty or in his/her absence, by the vice chair. Both the chair and vice chair of the faculty are full professors who are elected to serve overlapping two-year terms. The vice chair automatically becomes the chair during the second year of the term of service.

In academic year 2000/01, prompted by a report on faculty governance by Professor of Government Russell Murphy (the Murphy Report), the faculty undertook a review of the major elements of faculty governance. The result was a reduction in the number of standing committees with the elimination of the Faculty Student Affairs Committee, the creation of the Executive Committee of the faculty and a significant modification to the tenure review process with the creation of the Review and Appeals Board of the Academic Council. The standing rules of the faculty that will provide guidance for the new structure are began development in the 2001/02 academic year.

While the faculty nearly unanimously endorsed the legislation creating the new governance structure, the transition has not always been easy. The administration recognizes that it did not effectively engage the Executive Committee to shape the agenda for the academic year, in part because it thought that communication would take place through the individual faculty committees. At the same time, the newly reconstituted faculty committees, and especially the Educational Policy Committee, have taken time and effort to define the boundaries of its authority in the shared governance structure with the administration. Some faculty suggested that the administration's style does not allow for sufficient faculty input. In contrast, the administration believes that all of the progress at the institution over the past 10 years has been the result of collaboration with the faculty. The Executive Committee and the administration are committed to improving communication, consultation and collegiality during the 2002/03 academic year.

### **Faculty Committees**

The faculty have five standing committees: the Executive Committee, the Educational Policy Committee, the Committee on Rights and Responsibilities, the Committee on Honors, and the Compensation and Benefits Committee.

**Executive Committee** – In spring 2001, the faculty created an Executive Committee whose membership consists of the chair of the faculty (who chairs the Executive Committee), the vice chair of the faculty, the most recent past chair of the faculty currently in active service, the chairs of standing committees, the two faculty members who are representatives to the Finance Committee and the Campus Affairs Committee of the Board of Trustees. *Ex officio* members are the academic secretary, the academic deans, and the vice chair of the Advisory Committee. The office of the academic secretary provides staff support. The Executive Committee meets regularly during the academic year, reports regularly to the faculty, and puts forward motions to the faculty for action.

The initial charge to the committee is to articulate and propose to the faculty Standing Rules of the Faculty, rules governing procedure for matters of faculty governance. The ongoing charges to the committee are (1) to propose legislation to the faculty on departments and programs (e.g., revisions to Standing Rules); (2) to provide suggestions to the administration for faculty membership on search committees and task forces; (3) to consult with the president and senior staff at the request of a committee or an administrative officer; and (4) to advise the chair of the faculty in setting the agenda and timetable for faculty meetings. In the legislation that created the Executive Committee was a sunset clause establishing July 1, 2003, as the date of expiration of the committee, pending no further action by the faculty to retain it.

**Educational Policy** – The Educational Policy Committee has the mandate to oversee graduate and undergraduate educational policy within the University. Membership includes two faculty from each of the three divisions, two undergraduate students and one graduate student. It is responsible for reviewing the curriculum, advising the president on budgetary matters related to educational policy and advising the dean of admission and financial aid on admission policy. It is responsible for academic review and the implementation of academic regulations and recommends to the faculty the degree candidates. It also consults with the president on matters of nonacademic discipline, financial aid and other issues related to campus life.

**Honors** – The Committee on Honors establishes guidelines and procedures for departmental honors and examines and recommends students for the award of honors in general scholarship and University Honors.

**Rights and Responsibilities** – The Committee on Rights and Responsibilities advises the president in matters involving complaints by students against a faculty member or disputes between members of the faculty and members of the administration, their departments or other faculty members.

**Compensation and Benefits** – The Compensation and Benefits Committee consists of delegates of the faculty and professional librarians who meet with the vice president for administration and finance and the vice president for academic affairs to discuss policy issues concerning compensation and benefits.

**Academic Council** – The Academic Council consists of the president, full professors, associate professors with tenure and three untenured faculty members elected by the faculty. The Academic Council, working within the By-Laws of Wesleyan University, establishes guidelines for the review and evaluation of candidates for faculty appointments, reappointments, promotions and promotions conferring tenure.

### **Promotion and Tenure**

In academic year 2000/01, the council approved a major restructuring of its role in the tenure and promotion process. Two standing committees of the Academic Council, the Advisory Committee and the Review and Appeals Board have the primary responsibility for faculty oversight of the tenure and promotion process (described in full in Standard Five – Faculty).

**Advisory Committee** – The Advisory Committee consists of nine elected members, two tenured faculty members from each of the academic divisions and one untenured tenure-track faculty member from each of these divisions. The committee meets regularly with the president and advises the president on appointments, reappointments and promotions in the faculty and reports its advice to the Academic Council. In the case of a positive recommendation for

tenure, the Advisory Committee makes a formal motion to the Review and Appeals Board for its concurrence.

**Review and Appeals Board** – The Review and Appeals Board consists of 30 tenured members of the faculty, 10 from each division, with not more than two members from each department. One-half of the members from each division are elected by the tenured faculty at large and half are elected by the membership of their respective division. The Review and Appeals Board receives positive recommendations from the Advisory Committee for promotion of faculty with tenure. A two-thirds majority vote is required to not concur with the recommendation of the Advisory Committee. The Review and Appeals Board can hear appeals from departments following a negative recommendation from the Advisory Committee and can also hear promotion cases under specific circumstances when the recommendation from the department was negative but a subsequent review by the Advisory Committee was positive.

## **Student Governance**

### **Undergraduate Students**

The Wesleyan Student Assembly (WSA) consists of 37 members including a president, a vice president, a coordinator and a treasurer. The president and vice president are elected by the continuing students in the spring of each year. The membership also includes seven representatives elected at-large to represent the upperclass students, nine members elected to represent first-year students, five members elected to represent each of the upperclasses and four members who concurrently are elected to the student budget committee. The WSA by-laws define 10 standing committees (see the Appendices).

The WSA is responsible for disbursing the College Body funds that are generated by the annual College Body Tax paid by all students. Currently, the fee is \$80 per semester and generates about \$425,000 each year. The Student Budget Committee, one of the WSA standing committees, is responsible for evaluating proposals for funding and for submitting an annual budget to the entire WSA for approval.

Student input into the larger governance structure of the institution occurs through several avenues. For example, two student members of the WSA sit on the faculty Educational Policy Committee and serve as liaison to the WSA Educational Policy Committee. The Student Institutional Priorities Advisory Committee consists of 16 members who regularly consult with the University president on policy issues affecting the institution. Six student members from the WSA, on the basis of their standing committee membership, are student representatives to the Board of Trustees where they have voice and vote on the standing committees of the Board and voice at the Board meetings. The

president and vice president of the WSA are also invited by the chair of the Board to attend the Board meetings.

Finally, the senior class elects a slate of officers that includes a class president, vice president, treasurer and secretary. The senior class officers are responsible for activities for the senior class throughout the year and participate in planning for the commencement program.

### **Graduate Students**

The Graduate Student Assembly (GSA) consists of all of the students pursuing MA or PhD degrees and who are enrolled in one or more courses at Wesleyan. The Executive Committee of the GSA is comprised of a president, secretary and treasurer; the president, secretary and treasurer from the previous year; a graduate representative from each graduate department and all graduate members of University committees. The GSA elects one representative to the faculty Educational Policy Committee.

### **Conclusion and Next Steps**

Over the past seven years, the Board, the faculty and the administration have evaluated and changed their organizational structure and governance practices. While many of the changes are in place, work is ongoing to establish the practices and procedures necessary to implement the new structures.

The Board has redefined the responsibilities of its standing committees and remains engaged in governance activities through the current review of its by-laws and discussion about the appropriate term of service for Board members.

All members of senior staff were hired into their present position by President Bennet. In the transition to the new senior management, each administrative unit has undergone an internal assessment and reorganization. Having accomplished this transition, the institution has a stable senior management structure.

The faculty have undertaken a comprehensive analysis of their organization and governance structure. In concert with the newly created Office of the Academic Secretary, they are working to develop the standing rules that define the legislative functioning of the faculty and all aspects of their self-governance. Implementation of the newly created Review and Appeals Board of the Academic Council and the establishment of the new role of the Council began in academic year 2001/02.



## **STANDARD FOUR PROGRAMS AND INSTRUCTION**

Wesleyan's dedication to the education of its students is evident in the strategic objectives. Among the six strategic objectives given the highest priorities are three that relate to the standard on programs and instruction: (1) hire and retain the best faculty, (2) attract and retain the best students, and, (3) continue to improve the quality of a Wesleyan education. Wesleyan's faculty are outstanding scholar/teachers who are aggressively recruited (see Standard Five – Faculty). The faculty have put in place programs designed to improve the quality of a Wesleyan education.

### **Undergraduate Degree Programs**

Because the institution is larger than many liberal arts colleges and maintains a comparable student-faculty ratio, Wesleyan's faculty is larger than at many peer institutions. As scholar/teachers, the faculty have a great deal of latitude in designing innovative courses to take advantage of their scholarly interests. In addition, Wesleyan has no course requirements outside the major. As a result of these factors, one strength of the Wesleyan curriculum is that it is broad in scope. Given the breadth of the curriculum, the focus of our academic planning efforts has been to support each student's effort to develop a coherent academic plan.

### **Degree Requirements**

Wesleyan's degree requirements were last modified in the Fall of 2000 (for the Class of 2004 and beyond). The faculty initiated the revisions to ensure the consistency and the rigor of the academic experience at Wesleyan. The primary goals were to encourage and enable Wesleyan students to take four academically challenging courses each semester, to encourage students to complete their degrees in a timely fashion, and to make certain that students complete most of their education at Wesleyan.

The specific modifications were to:

- Reduce the number of credits required for graduation from 34 to 32
- Require six semesters of in-residence study at Wesleyan for those entering as first-year students
- Eliminate the policy of "graduation upon completion" that allowed students to march at Commencement if two or fewer credits short for the BA
- Limit the number of pre-matriculant credits (e.g., college courses taken while in high school, Advanced Placement exams, etc.) that may be counted toward graduation to two credits

- Reduce the combined total number of physical education credits and student forum credits that may be counted toward graduation to two credits, with a maximum of one credit in physical education

## **General Education**

While Wesleyan has no course requirements outside the major, it does have General Education Expectations. The faculty expects students to take a minimum of three course credits in each of the three major areas of the curriculum: the humanities and the arts, the social and behavioral sciences, and the natural sciences and mathematics. Stage 1 compliance involves six course credits, each of which must be taken in different departments. Students choose these six courses from among those designated by the faculty as providing exposure to the principal concepts, methods, and languages of the various disciplines. Stage 2 compliance involves a third course in each area. Students are not required to fulfill the General Education Expectations, but they if they fail to do so, they are not eligible for Phi Beta Kappa, University Honors or certain departmental and program honors, depending upon the policies of individual departments and programs.

The fifth-year interim accreditation report suggested that Wesleyan assess the effectiveness of Wesleyan's General Education Expectations. Because students are not required to fulfill the General Education Expectations, the faculty closely monitors how well students actually do fulfill them. In 2001, we became concerned that more students stopped after completing Stage 1 (25 percent in 2001 compared to 11 percent in 1995) and, accordingly, fewer students had completed both Stages 1 and 2 (65 percent in 2001 compared to 79 percent in 1995). While General Education compliance improved with the Class of 2002 (12 percent stopped after completing Stage 1; 75 percent completed Stages 1 and 2), there is still cause for concern, and this matter will be addressed by the faculty in the coming year.

## **Majors**

A student is required to choose a field of concentration, not so much to begin preparation for a specific profession, but because intensive work and a degree of disciplined mastery in a major field of learning are indispensable dimensions of a liberal education. Wesleyan fosters the pursuit of specialized academic excellence, which is expressed not only through the scholarly achievements of its faculty and the range of its curricular offerings, but also in the undergraduate's dedication of about a third of her or his curricular time, over four years, to intensive work in a major area of concentration.

The variety of major programs available at Wesleyan is wide. Students may select a major in a department or program, choose an interdisciplinary major, or design an individualized University major. While students do not choose their

major fields of study during their first year, they are encouraged to sample majors through "gateway" courses – introductory classes or prerequisites for more advanced courses in that field. Most students choose their major, or majors, by the end of the sophomore year.

Not only does Wesleyan offer 45 majors, but the size of departments and programs is such that more areas can be covered. In response to student and faculty interests, Wesleyan has also specialized in the creation of interdisciplinary majors. While many of the departmentally-based majors are interdisciplinary in nature, Wesleyan offers 11 majors in interdisciplinary programs. Wesleyan is particularly good at fostering interdisciplinary and interdepartmental collaboration.

Wesleyan's Majors		
African American Studies	Economics	Neuroscience and Behavior
American Studies	English	Philosophy
Anthropology	Film Studies	Physics
Archaeology	French Literature	Psychology
Art History	French Studies	Religion
Astronomy	German Studies	Romance Literatures
Biology	Government	Russian and East European Studies
Chemistry	History	Russian Language and Literature
Classical Civilization	Italian Studies	Science in Society Program
Classical Studies	Latin American Studies	Sociology
College of Letters	Mathematics	Spanish Literature
College of Social Studies	Mathematics-Economics	Studio Art
Computer Science	Medieval Studies	Theater
Dance	Molecular Biology and Biochemistry	Women's Studies
Earth and Environmental Sciences	Music	
East Asian Studies		

### Program in Curricular Renewal

In 1998, based upon an extensive review of the curriculum, Wesleyan's faculty expressed their continued commitment to a liberal education through the Program in Curricular Renewal. This initiative is rooted in Wesleyan's philosophy that students should mature in an atmosphere of freedom and responsibility. Wesleyan's rich curriculum offers each student the freedom to create an individualized, coherent program of study that responds to his or her unique aspirations, interests, and talents. At the same time, faculty and students note that this freedom, along with the broad and innovative curriculum described above, makes it more challenging to find coherence in the curriculum. The Program in Curricular Renewal set in motion revisions to the curriculum that together with faculty advisors and new Web technology help students in

making choices that result in individualized curricular coherence for every student.

Now nearly fully implemented, the Program in Curricular Renewal:

- Added 20 new faculty positions targeted chiefly toward increasing courses for first- and second-year students
- Provided greater direction in the curriculum, with particular focus on a set of essential capabilities
- Enhanced the intellectual quality of the relationship between students and advisors
- Implemented an innovative use of Web technology to help students attain their academic objectives

Some of the specific aspects of the legislation adopted by the faculty are described below.

**Essential capabilities** – The faculty identified essential capabilities that all Wesleyan graduates will require:

- Critical thinking and analysis, including quantitative skills
- Creative thinking
- Moral sensibility
- Communication – writing, speaking, reading, visual and aural literacy, and the ability to understand the communication of others
- Familiarity with the processes through which knowledge is created
- Ability to engage technology
- Capacity for effective citizenship
- Intercultural competence, including foreign language

These capabilities are learned partly through instruction, partly by example, and partly from the community. The faculty focused on five capabilities and labeled certain courses (and developed others) according to the capabilities these courses stress:

- Writing
- Public speaking
- Reading nonverbal texts
- Quantitative reasoning
- Ethical reasoning

Other capabilities, such as critical and creative thinking, the capacity for effective citizenship, and the ability to engage technology, are deeply embedded in many courses and need no special labeling, while others are best addressed through advising or participation in Wesleyan's highly interactive, diverse community.

**Cross-cultural competence** – Students are encouraged to develop cross-cultural competence through an integrated course of study in the arts, history, intellectual traditions, language (where appropriate), way of life, and current condition (where appropriate) of a culture, society, or civilization other than their own. Interdisciplinary programs in Latin American and East Asian Studies, offerings in African-American Studies, and a wide range of options in European Studies, including Classical Studies are available to students. Students combine area studies courses and courses focusing on global systems with language study and study abroad to develop skills and attitudes that will allow them to assume leadership roles in our rapidly changing world.

This process is facilitated by careful advising and support provided through Wesleyan's program in International Studies, which has been strengthened significantly since the last accreditation visit. The Office of International Studies, which became operational in 1992/93, with support from its governing faculty committee, has put into place processes for approving and monitoring all study abroad for credit. We now offer six of our own programs and more than 100 approved programs run by other accredited institutions and organizations. The number of students who study abroad for credit during the academic year at some time during their time at Wesleyan has grown to 45 percent of the graduating class. Wesleyan's policies and processes are designed to ensure that all our students have equal access to study-abroad opportunities and that study abroad is well integrated into their curriculum on campus.

**Curricular clusters** – Building upon our strengths in interdisciplinary teaching and scholarship, we established course clusters, a navigational tool that makes connections between courses regardless of their departmental location. The faculty identify relationships among courses that are represented as course clusters in our computerized curriculum. Students use these clusters as tools when planning their courses of study. Six such clusters are currently in place: African Studies, Christian Studies, Jewish and Israel Studies, Linguistics, Southern Asia and Indian Ocean Studies, and Urban Studies.

**Learning how to learn** – Faculty members are adding to the number, quality and focus of courses for first- and second-year students, particularly through "focused inquiry" courses designed to enable faculty members to teach close to the frontiers of their disciplines.

The Program in Curricular Renewal incorporated the First-Year Initiative seminars that originated in 1992. The seminars provide first-year students with opportunities for interactive learning. Such courses are characterized by small, participatory discussion groups that allow for close interaction with faculty members and other students. Whenever possible, incoming Wesleyan students are placed with their faculty advisors in FYI seminars.

**Faculty renewal** – Of the 20 new positions to be added to the faculty, 15 have been filled and 5 searches are scheduled for 2002/03. The selection process has supported the goals of the Program in Curricular Renewal, particularly in providing more courses for nonmajors and filling gaps that support interdisciplinary programs and clusters. As discussed in Standard Five – Faculty, Wesleyan estimates that, during this decade, more than 30 percent of the faculty will be replaced due to retirements alone. This projection, combined with the 20 new positions and other hires to replace any resignations that occur, presents an extraordinary challenge and opportunity to reallocate faculty strength and modify the curriculum.

**Pedagogical renewal** – Activities in pedagogical renewal have been an ongoing part of the Program in Curricular Renewal, first under the leadership of a director of pedagogical renewal and now under a Pedagogical Renewal Committee. These are described below in the section on Instruction.

**Electronic portfolio** – Student electronic portfolios are designed to support advising and to foster coherence in each student’s academic plan. The portfolios consist of individualized student Web pages that contain information on accomplishments and academic progress. The portfolio contains two sections, an academic section of official records maintained by the University and a personal section maintained by the student. The latter section can feature papers, poetry, video clips, scanned artwork, mathematical proofs, or other work that a student wishes to include in the portfolio. A prototype of the electronic portfolio was tested in the spring of 2000 with approximately 400 students and 20 faculty. All students received portfolios in the Fall of 2000.

**Enhanced advising** – Excellent advising is critical to the mission of a liberal arts institution. The work described above in support of Curricular Renewal is meant to support and enhance advising. The electronic portfolio, supported by Wesleyan’s computerized curriculum (WesMaps) and on-line registration system, delivers technological tools designed to change the faculty-student advising relationship. With the ease of finding information about courses and the ability to build a schedule electronically, faculty advisors now spend more time talking to students about the coherence of their course schedules and their academic and career plans and less time filling out paperwork. Discussion between faculty and student is more productive and meaningful.

### **Graduate Programs**

Wesleyan’s graduate programs distinguish the institution from most liberal arts colleges. For more than 100 years, Wesleyan has offered the opportunity to pursue master’s degrees through any of its departments. Today, Wesleyan offers MA and PhD programs in the sciences and ethnomusicology and an MALS through its Graduate Liberal Studies Program.

## **MA/PhD Programs**

In the early 1960s, the University developed programs leading to a PhD in biology, chemistry, physics, mathematics, and ethnomusicology. In 1984, the creation of the Department of Molecular Biology and Biochemistry led to a PhD program in that department. An MA is offered in astronomy, earth science, and psychology. The rationale for the establishment of the MA/PhD programs was two-fold. First, graduate students aid our undergraduate mission and allow us to offer an education in the sciences superior to that provided by comparable institutions. For example, the presence of graduate students provides increased opportunities for advanced course work for undergraduate majors and a laboratory environment that allows undergraduates to do cutting-edge scientific research. Second, the presence of graduate students supports the highest quality of scholarship in the sciences. In music, the rationale included the desire to build on existing strengths and to create a distinctive graduate program in world music.

Almost 40 years later, Wesleyan's graduate programs have fulfilled these expectations. We currently have more than 150 MA/PhD students who contribute in important ways to the undergraduate mission of Wesleyan as well. They assist faculty in undergraduate labs and lead discussion sessions. They support the research of faculty in PhD-granting departments and serve as role models for the undergraduates who work on research projects with them.

Wesleyan's graduate programs offer an attractive alternative to a research university for graduate students seeking specialized training in the context of the intellectual breadth and variety of the liberal arts setting. In addition, the small size of the University offers graduate students unique opportunities for close and steady interaction with faculty and undergraduates.

In the spring and summer of 1997, the science faculty conducted a self-study on the *Mission and Quality of the Graduate Programs* at Wesleyan and *An Analysis of Graduate Program Expenditures*. The Board of Trustees reviewed both reports in November 1997 and concluded that the incremental investment in the graduate programs was important to attract the best scholar/teachers in the sciences and to create opportunities for active engagement in high-level research projects by undergraduate students.

## **Continuing Studies**

Wesleyan has a rich history of providing continuing studies opportunities in the liberal arts. Beginning in the 1950s, Wesleyan offered opportunities for secondary school teachers to take evening and summer courses for professional advancement. The creation of the Graduate Liberal Studies Program (GLSP) and the Master of Arts in Liberal Studies (MALS) degree established Wesleyan as a

national leader in defining post-baccalaureate liberal studies. Over the years, the GLSP began to serve fewer teachers and a wider variety of adult learners.

In Fall 2000, the GLSP Task Force was established to examine the Graduate Liberal Studies Program. The Task Force report concluded that continuing studies programs can serve an important role in supporting and complementing the core mission of Wesleyan. Based on the work of the Task Force, we have adopted goals for continuing studies to:

- Enhance the visibility of the University and its academic excellence to key off-campus constituencies
- Encourage wider recognition on and off campus of the lifelong value of liberal arts education
- Provide and support additional opportunities for faculty development.
- Make more efficient and extensive use of the University's facilities
- Strengthen the University's core academic programs in whatever way possible through complementary or coordinated continuing studies activities

The Task Force emphasized that extended educational programs pursuing these goals must also meet two central requirements: they must be appropriately integrated within the University, especially with its faculty and core educational program, and consistent with the University's commitment to academic excellence; and they must be fiscally responsible, which ultimately entails being financially self-supporting.

The Task Force recommended that an academic administrator be appointed whose charge is to pursue three primary tasks: (1) strengthen the masters program in liberal studies by enhancing its focus, curricular coherence, and especially, its integration within the University's overall academic program and within its faculty; (2) coordinate, support, and reduce duplication of efforts and staff support among the University's various programs in extended education, including the GLSP, Project to Increase Mastery in Mathematics and Science (PIMMS), Center for Creative Youth (CCY), Wesleyan Writers' Conference, educational programs for alumni/ae, and occasional faculty initiatives such as summer seminars or institutes; and (3) develop and implement a Strategic Plan for Extended Education at Wesleyan that assesses the opportunities, challenges, and priorities for such programs that would best satisfy the mission stated above.

### **Scholarship and Research**

Wesleyan's tenured and tenure-track faculty members are accomplished scholar/teachers. The strong belief prevails at Wesleyan that excellence in teaching over the long run cannot be achieved by teaching alone. Teaching must be informed and refreshed by a commitment to scholarly research and creativity.



Wesleyan appoints and grants tenure to persons whose scholarship and teaching are intertwined, and mutually reinforcing.

The University encourages faculty research through its sabbatical program – a one-semester sabbatical with pay is awarded to both tenured and tenure-track faculty after every three years of full-time teaching – and through a teaching load that is comparable to that of other research institutions – nominally a load of two courses per semester with a reduced load in some departments for faculty who are actively involved in graduate programs.

Wesleyan runs a grants-in-support-of-scholarship program consisting of four categories (with approximate participation rates in parentheses): (1) \$200 are awarded to all faculty to cover the costs of materials (100 percent); (2) up to \$600 are awarded upon application to supplement the first grant (85 percent); (3) project grants of up to \$1,500 to support pilot research projects or nearly completed projects are awarded on a competitive basis (20 percent); and (4) up to \$1,900 in travel funds are available for two trips annually for faculty presenting at scholarly meetings (50 percent).

Twenty-five percent of overhead recovery on grants is returned to departments as seed money for the development of grants. Staff in the Office of Academic Affairs and in the Office of Foundation and Corporate Relations are available to assist faculty in efforts to seek outside funding.

### **Instruction**

Teaching and research benefit one another at Wesleyan. All students are asked to complete teaching evaluations at the end of every course. In 2000/01, the percentage of good or outstanding evaluations was very high in each of the divisions: Arts and Humanities (91 percent), Social and Behavioral Sciences (88 percent), Natural Sciences and Mathematics (88 percent), and Interdisciplinary Programs (92 percent). The results illustrate the high level of satisfaction with teaching. Both written comments and summarized data are used in the evaluation process of individual faculty for promotion and tenure.

### **Pedagogical Renewal**

As noted above, the Program in Curricular Renewal included renewed efforts in support of teaching. Among its accomplishments, the program in pedagogical renewal:

- Created ongoing forums for faculty discussion and dissemination of good ideas, including weekly teaching lunches and an on-line database of classroom experiments
- Sponsored on-campus events in faculty development, such as a visit by Gerald Gaff (professor of English and education at the University of

Chicago and author of *Beyond the Culture Wars: How Teaching the Conflicts Can Save American Education*) and an end-of-year open house

- Created a Web site that includes links to resources on education and pedagogy, an annotated bibliography of books on higher education, and a database of upcoming faculty-development events across the nation
- Conducted a survey of faculty to determine their priorities for activities in support of pedagogy
- Met with junior faculty to determine their specific needs and to get their reactions to the establishment of a junior faculty brown-bag series, a mentoring program, etc.
- Revised the new faculty orientation program to provide a half-day session on pedagogy
- Established new funding opportunities to attend conference sessions that focus on pedagogy and to conduct one-day retreats on campus to examine pedagogy
- Developed plans for the creation of a handbook on pedagogy

Also under pedagogical renewal, Wesleyan provides funding on a competitive basis to individuals and groups of faculty for projects in support of innovative pedagogy. The Wesleyan Fund for Innovation (FFI) was established in 1997 to support faculty proposals for curricular innovation that have potential impact across a major sector of the curriculum. In addition, a Seed Grant Program was initiated in 1998 to support innovations that were not well enough developed for the FFI but required small grants (up to \$15,000) to get started. Currently, \$250,000 and \$50,000 per year are available for FFI and Seed Grants, respectively. (A list of awards from the Fund for Innovation and the Seed Grant Programs can be found in the Appendices.) Since 1993, faculty have also had the opportunity to apply for grants of up to \$1,500 to support small-scale initiatives such as the revamping of a single course.

Two other areas, covered in other standards, are important in support of instruction. Information Technology Services (Standard Seven – Library and Information Resources) plays a key role in supporting the use of technology in instruction. The project to improve the environmental conditions and the information technology in all of Wesleyan's classrooms is described in the standard on facilities (Standard Eight - Physical Resources).

### **Admission**

The Admission Office administers a comprehensive undergraduate admission program to attract, admit and enroll the best students for Wesleyan. The University has three separate undergraduate admission programs: Freshman, Transfer, and the Freeman Asian Scholars program. The Freeman Scholar program, started in 1995 with the generous support of the Freeman Foundation,

provides scholarships to 22 students each year, two each from 11 different countries in southeast Asia.

For the Class of 2005, Wesleyan's selectivity stands at 26 percent, fifth among the liberal arts colleges. We want to attract these top college prospects to Wesleyan, and the most important consideration in the admission process is that the students who enroll graduate and benefit from a Wesleyan education. We actively seek and encourage students who have a strong foundation across the disciplines (for example, math through calculus, four years or more of a foreign language, and three lab sciences – biology, chemistry and physics), who demonstrate an unusual commitment to academics and who have a high degree of intellectual curiosity. We endeavor to bring to the Wesleyan community experienced student leaders, students with special talents and contributions to make both in and outside the classroom, as well as students with great potential to make a difference in the Wesleyan community and, most important, to the world beyond.

The dean of admission and financial aid and an experienced admission staff comprise the admission committee; this same group directs and implements all recruitment programs. The details of each admission year with relevant statistics for each program are published each fall in the annual report of the dean of admission and financial aid.

The selection process itself is holistic and nonformulaic. All applications go through the same review that starts with a very thorough, cover-to-cover reading of the application by a member of the admission committee. Wesleyan uses the Common Application exclusively and requires two teacher recommendations, with preference given for one from a science or math discipline and the other from humanities or social science. Students are encouraged to send in supplemental materials to help Wesleyan know and understand their contributions and achievements; many of these materials are evaluated by faculty whose comments are then included in final committee deliberations.

Of particular note in recent years has been Wesleyan's use of new technologies in the admission process. The admission Web site is highly sophisticated and includes a self-service option for students who desire an alumni/ae interview. For eight consecutive years, Wesleyan has run a highly popular admitted student "list serv" that generates community with and commitment to Wesleyan long before students arrive on campus. The conversion of all data management and paper processing in PeopleSoft software began in academic year 2000/01. Since February 2001 all communication with prospects intending to enroll and all application processing have been managed in the PeopleSoft database, a key component of the Student-Faculty Information System (SFIS).

Wesleyan's market position and related issues are maintained and evaluated in a regular program of annual research, supplemented by outside consultants as

appropriate. In 1999 Wesleyan committed to the annual review of admitted student feedback using the College Board Admitted Student Questionnaire (ASQ) service. In February 2000 and again in February 2001, Wesleyan's own Office of Institutional Research conducted Web-based surveys of non-applicants to monitor why students do not apply to Wesleyan and compare those data with the ASQ results.

From January through October 2001, Neustadt Creative Marketing conducted a study of Wesleyan's admission marketing and institutional position among undergraduate liberal arts colleges. The research included six days of on-campus interviews with faculty, staff and students and 10 focus groups of high-ability high school students and their parents in five cities. The final report praised Wesleyan's strong position among the most prestigious liberal arts colleges, noting its dramatic shift in selectivity and strong relationships with independent secondary schools, especially in the Northeast. Areas for growth and improvement included expanded awareness outside the Northeast United States and in public secondary schools generally. Distribution of a new generation of admission publications developed by Neustadt began in February 2002.

### **Retention**

Wesleyan is a highly selective institution that admits a well-qualified, diverse population. Our retention and graduation rates are outstanding (see the Appendices). Of our entering first-year students in Fall 2000, 95 percent returned for their sophomore year. Our six-year graduation rate for the cohort entering in Fall 1996 was 90 percent. These rates have each risen four percentage points since 1996 as a result of the work of the Office of the Dean of the College and the support services reporting to the dean, including academic advising.

### **Academic Planning and Assessment**

The academic planning process (described in Standard Two – Planning and Evaluation) produced the Program in Curricular Renewal, now in its fourth year. Given the ambitious nature of the project and broad goal of individualized curricular coherence, assessing the impact of Curricular Renewal is a long-term effort.

The University has collected data on the number of courses labeled with key capabilities. In the 2001/02 academic year, out of 1,070 course sections eligible for capabilities (eliminating all tutorials, private music lessons, graduate courses, and physical education courses), 773 (72 percent) were labeled. The number of courses labeled is comparable in all three divisions, with Arts and Humanities (Division I – 74 percent) and Social and Behavioral Sciences (Division II – 74 percent) having a slightly larger percentage labeled than Natural Sciences and Mathematics (Division III – 67 percent). Overall, having nearly three-quarters of the sections labeled illustrates a high degree of participation by faculty in this

process. The academic deans oversee this labeling process to ensure consistency across the curriculum. The result is that students are able to use the labels to aid in their course selection, thus adding a new dimension to their academic plans.

In addition to labeling courses, the University asks incoming students to assess their abilities in each of the key capabilities. This provides guidance for advisors, indicating areas where their incoming advisees assess themselves as deficient and a beginning benchmark for the cohort as well. At graduation, students will again provide a self-assessment that can be compared with the initial self-assessments and the courses they took. An examination of transcripts to determine how course clusters are being utilized is another assessment measure.

Now that the electronic portfolio is in place, the assessment team will evaluate how effective Curricular Renewal has been in helping students navigate the curriculum and build coherence in their undergraduate program. As students navigate the curriculum and build coherence, how well do they communicate this in their electronic portfolios? How does the combination of curricular coherence and electronic portfolios enhance advising?

Some quantitative measures of electronic portfolio usage, such as server throughput and the amount of data stored in student portfolios, indicate that portfolio usage has been increasing. A content analysis is planned to gain a deeper understanding of portfolio usage. The plan is to take a random sample of portfolios each year and rate each portfolio both on the number of areas that are being used by the student, as well as an overall rating for the portfolio.

In addition, the University is using a survey administered before graduation to assess satisfaction with advising in the major. The academic deans are meeting with department chairs to begin a conversation about why some departments are rated poorly by students in terms of advising.

### **Conclusion and Next Steps**

As a result of comprehensive planning efforts, we have reaffirmed the importance of Wesleyan's academic core. Accordingly, our strategic objectives place a high priority on the quality of our educational programs. We provide extensive support for instruction, scholarship and research. Modifications in the undergraduate degree requirements and the implementation of the Program in Curricular Renewal are two significant steps taken since the last accreditation visit. We have examined our graduate programs to ensure that they support Wesleyan's undergraduate mission. In addition, we are broadening our continuing studies offerings to reach off-campus constituencies. Several key steps for continued improvement in our academic programs include:

## **Admission**

Wesleyan enjoys a very strong position in the prospective student marketplace. Over the past five years, Wesleyan has become increasingly more selective and enrolled first-year classes that are both unusually diverse and academically very strong. As the result of this rapid change in Wesleyan's profile, weaker students are no longer applying (hence the drop in applications for Fall 2002), and the challenge ahead is to broaden the pool at the top. To maintain Wesleyan's position as one of the most selective colleges in the U.S., roughly 500 applications from students in schools where the University is well known (feeders) must be replaced with applications from students from other markets. Plans are in place to expand direct-mail outreach to sophomores and juniors nationwide with specific goals to increase the number of applications from top students who live outside the Northeast and who attend public schools. New publications being developed will highlight Wesleyan's prestige and academic excellence, our East Coast location and our diversity. In addition, more concentrated effort will be made to improve the Wesleyan Alumni/ae Admission Volunteer (WAAV) network to increase local contact with prospects and applicants. Outreach will also include more recruitment travel in the spring and summer when students are still forming their choices.

## **Curricular Renewal**

Now in its fourth year, all aspects of the Program in Curricular Renewal are in place. Our work will now focus on institutionalizing key aspects of the program such as key capabilities, the electronic portfolio, and pedagogical renewal. In addition, we will continue to develop assessment measures for monitoring the success of Curricular Renewal.

## **General Education**

Thus far, we have taken two actions to address the decreasing number of students completing both stages of the General Education Expectations. One survey conducted found that 10 departments and programs require their honors students to satisfy the expectations. We have forwarded the results to the Honors Committee to consider whether it might encourage more departments and programs to make this a requirement. We are also working on a revision to the on-line registration system so that students (and their advisors) will be notified during course registration if they have not satisfied the General Education Expectations, and they will be reminded that if they fail to complete the expectations, they will not be eligible for Phi Beta Kappa, University Honors or certain departmental and program honors. It is a matter for the faculty to

decide whether we want to go further in encouraging compliance with the General Education Expectations.

### **Continuing Studies**

As noted above, the GLSP Task Force concluded that GLSP in particular and continuing studies in general can play an important role in supporting and complementing the core mission of Wesleyan. In March 2001, the associate provost's title and responsibilities were changed in response to the report. The charge given to the associate provost and dean of continuing studies is to consolidate traditional GLSP offerings, coordinate related efforts on campus and, most important, establish new directions that will further Wesleyan's reputation. Continuing studies should serve the local community, the state of Connecticut, and selected constituencies across the country (most notably, alumni/ae and parents). Opportunities for continuing studies should go beyond offering a menu of liberal arts courses on a semester calendar and might include different calendar options, a mix of residentially based and distance learning, and various credit and not-for-credit opportunities.





## STANDARD FIVE FACULTY

Wesleyan's faculty are at the center of the University's academic mission. Our faculty are superb teachers and scholars who demonstrate the value of the scholar-teacher model. Because Wesleyan has a larger student body than most liberal arts colleges and yet a student-faculty ratio that is similar to that of our peers, our faculty are more often able to teach courses within very specific areas of their expertise. This is very attractive to our faculty and beneficial to our students, who can learn about the latest developments in particular fields.

### Wesleyan's Faculty

#### Faculty Size

In 2001/02, Wesleyan's faculty included nearly 300 full-time faculty members, of whom 249 were full-time tenured and tenure-track faculty and 49 held appointments as adjunct faculty and artists in residence. Each year, we hire an average of 45 full-time equivalent (FTE) visiting faculty to fill vacancies or gaps created by faculty on sabbatical or leave. An additional small number of visitors are hired in areas in which the University does not employ a regular faculty member, but in which there is particular student demand.

As a part of the Program in Curricular Renewal, 20 new positions are being added to the faculty. A competitive process was used to recommend the fields represented by these positions. Academic departments and programs submitted proposals and, guided by the Curricular Renewal legislation, each proposal was carefully considered by the academic deans, with input from the Educational Policy Committee. They considered the extent to which the proposals supported the liberal arts and sciences, enhanced course access, decreased class size, and helped maintain the integrity of majors. In addition, they considered whether the proposals reached out to emerging fields, enhanced interdisciplinary efforts, and supported the University's initiatives in Curricular Renewal. The recommendations that emerged from this process were submitted to the vice president for academic affairs, who made the final decision.

A list of the newly authorized positions is in the Appendices. Thus far, fifteen of these positions have been filled and five searches are scheduled for 2002/03. With 20 positions added to the faculty, the number of full-time faculty positions (including vacancies) will be 293 FTE.

We expect that hiring will not slow once we have completed the process of hiring all 20 of the new faculty. Because Wesleyan's faculty grew at a rapid rate in the late 1960s, we are now entering a decade of high turnover as these faculty members reach retirement age. During the current decade, we project that more

than 30 percent of our current faculty will retire. We will use this period of change as an opportunity to reevaluate the needs of the curriculum and the scholarly direction of academic departments and programs. As each faculty position becomes vacant, we will carefully examine the overall configuration of the faculty and reallocate the position in the area that best meets our strategic objectives. We continually monitor the degree to which we are meeting student demand, the changing direction of disciplines, and the growth and change in interdisciplinary studies.

### **Faculty Types**

Almost all faculty hold terminal degrees in their fields. Among full-time faculty, 87 percent have earned the PhD and 93 percent hold terminal degrees in their fields. Each year, several of Wesleyan's faculty win prestigious national awards, including Fulbrights, Guggenheim, and NEH Fellowships, to name a few. We do, however, fall short in our ability to track these accomplishments accurately. In the coming year, we have set as a priority the task of developing a system that will track the range of accomplishments of our faculty.

**Tenured and tenure-track** – The core teaching faculty in all of the University's departments and programs are in tenured or tenure-track positions. Tenured and tenure-track faculty are expected to be full-time teachers, scholars, researchers, and active members of the intellectual community. The normal teaching load for tenured and tenure-track faculty is four courses per year. Course relief is given to those with major administrative (e.g., departmental chairs, academic deans, chairs of major faculty committees) or research responsibilities (e.g., science faculty with active research laboratories).

**Adjunct** – Wesleyan's adjunct faculty are unlike adjunct faculty at most other institutions as they are hired on multiyear, renewable contracts and receive compensation and benefits, including sabbaticals. More than half of our adjunct faculty teach in foreign languages, applied music, and dance. These adjuncts teach five courses per year rather than the standard teaching load of four courses per year expected of our tenure-track and tenured faculty. Their reappointment is generally based on their teaching, as opposed to scholarship. Faculty in physical education, who teach and coach, also hold adjunct faculty appointments.

**Visitors** – Visitors replace regular faculty who are on leave and temporarily fill vacancies on the faculty. A small number are hired each year to teach in areas in which Wesleyan does not have a regular faculty position. Among these visiting faculty are about 20 full-time visitors. These faculty are hired for the academic year to teach a full load of courses and participate fully in the academic life of the department, including advising upperclass students, as needed. An additional 80 or so faculty are hired each year as "moonlighters" to teach a single course or a course each semester but have no additional responsibilities to the University.

## Recruitment and Retention

Wesleyan estimates that in the next 10 years it is likely that up to 90 faculty (more than 30 percent) will be replaced due to retirements alone. This projection, combined with the 20 new positions and turnover when there is a resignation or tenure is denied, presents an extraordinary opportunity and challenge to maintain the quality of our faculty while adjusting the areas of expertise according to current needs.

### Hiring

Each year, faculty and administrators devote time and energy to hiring new faculty. The process begins the year before the search, when departments that wish to fill a vacancy submit an application to the vice president for academic affairs outlining the need for the position. The vice president for academic affairs and the three academic deans examine each application closely, paying particular attention to the configuration of the department, trends in the discipline, student demand, and the long-range development of the department.

Once a search has been authorized, the vice president for academic affairs, director of affirmative action, and the appropriate academic dean consult with each search committee to develop a strategy for conducting the search. Faculty members chair all searches and work closely with the vice president for academic affairs, the academic dean, and the director of affirmative action to ensure that the search yields the best quality and most diverse pool of applicants.

**Advertising** – We advertise for new faculty in a variety of print and electronic media, making sure that they include publications and list serves targeted to women and minorities. The search committee further builds the pool of potential candidates by networking extensively in person as well as via telephone and e-mail with colleagues in the discipline worldwide. Members of the department or program participate in this networking, calling on their contacts to ensure that the pool of applicants is deep, strong and diverse. No search is allowed to proceed without demonstrating that every effort has been made to cast a wide net over the potential applicant pool.

**Preliminary review** – In many fields, we conduct a first round of interviews at national professional meetings. In other fields, search committees do preliminary interviewing by conference call. The search committee thoroughly studies and evaluates each candidate's dossier before collectively arriving at a group of three to five finalists to invite for campus interviews. At that point, the academic dean(s) involved in the particular search evaluate the dossiers, which include extensive written work submitted by the candidate. Every effort is made to ensure a rigorous intellectual vetting of the candidates. The academic dean makes a recommendation to the vice president for academic affairs who, in turn,

makes a recommendation to the president. Before a search committee can bring candidates to campus for interviews, the president must approve the list based on evidence of efforts to recruit faculty of color and women. While we do a very thorough job of evaluating all candidates for faculty positions, we also realize that the market for top people is very competitive, so we work hard to act quickly once we have identified the finalists.

Candidates for a faculty position are interviewed by members of the department in which they will be appointed, by faculty in related fields, by students, the relevant academic dean or deans, and by a member of the Advisory Committee, a faculty committee composed of nine elected faculty representatives (two tenured faculty members from each of the academic divisions and one untenured tenure-track faculty member from each of these divisions). Candidates for tenured positions also meet with the vice president for academic affairs. The departments recommend their top candidate to the relevant academic dean (or deans) and the vice president for academic affairs. Once we have selected our top candidates, we have a strong record of success in hiring our first-choice candidates. On the rare occasions when we fail to recruit our top choice, we extend offers to our second-choice candidates or cancel searches altogether and start the search over the following year.

**Diversity** – Wesleyan values the diversity of its faculty. Although it takes considerably longer to change the demographic characteristics of a faculty body, as compared to changing the student body, we are making great strides in increasing the diversity of our faculty. Over the past five years, the percentage of minority faculty has increased from 11 to 17 percent. The percent of female faculty has increased from 29 to 35 percent. During the last five years, we have hired 78 new faculty members, both additions to the faculty as noted above and replacements for retirements and resignations. Of these new hires, 23 (29 percent) are minority faculty and 38 (49 percent) women. We are particularly proud of our record of hiring women and faculty of color in fields where there had been few or none.

Wesleyan's Office of Affirmative Action works closely with academic departments and with the Office of the Vice President for Academic Affairs to develop faculty search processes that result in the strongest pool of candidates and include the top women and minority graduate students in the country.

### **Promotion and Tenure**

Wesleyan expects high accomplishment in teaching and scholarship. By contrast with practice in some large research universities, tenure cannot be achieved on the basis of research productivity in the absence of teaching effectiveness. And, by contrast with many liberal arts colleges, tenure cannot be achieved on the basis of teaching strength alone in the absence of scholarly achievement. In addition, collegiality, the active engagement in service and governance of the

institution, is considered in the decision on the conferral of tenure, though it has less weight.

**Contract Renewal** – The chair of a new faculty member's department, in consultation with senior colleagues, has the responsibility to keep informed of the progress of non-tenured faculty in teaching, scholarship, and collegueship. In the second and fifth years of a non-tenured faculty member's appointment, the chair meets with the non-tenured faculty member for a discussion of the faculty member's progress toward reappointment or promotion. A written evaluation, together with a faculty response, if any, is sent to the Office of Academic Affairs and is later made available to the Advisory Committee, if requested, at the time of the consideration of the non-tenured faculty member for reappointment and/or promotion incurring tenure.

A newly hired, tenure-track faculty member without prior full-time teaching experience is typically awarded a four-year contract. Midway through the third year, the faculty member is reviewed for reappointment to a second four-year term. The chair of the pertinent department is responsible for this evaluation. Student evaluations of teaching figure prominently in this assessment. Other evidence of teaching effectiveness may also be introduced. Inquiries are also made to determine whether the faculty member has a research and publication program on track. If the faculty member has areas in need of strengthening, the chair is expected to provide counseling and mentoring.

A favorable recommendation for contract renewal is forwarded by the department or program to the Advisory Committee, the vice president for academic affairs and the president. If the Advisory Committee agrees with the department's recommendation, the faculty member normally receives a new four-year contract and a semester of sabbatical leave.

**Tenure review** – Wesleyan has well-established tenure and promotion processes that begin with departmental review and recommendation that are forwarded to the Advisory Committee. Prior to 2000/01, the recommendations of the Advisory Committee went to the Academic Council, a body made up of all tenured faculty members. In a significant restructuring of faculty governance (see Standard Three – Organization and Governance), the Review and Appeals Board, a smaller elected body, was established to review faculty personnel cases for significant procedural irregularities. The Review and Appeals Board does not review cases *de novo* and adheres to very strict appeals rules.

**Evaluation** – Screening for the conferral of tenure occurs no later than midway through the seventh year of a faculty member's time at Wesleyan. The department assesses the faculty member's qualifications in scholarship, teaching, and collegueship. Appraisals from at least six external referees familiar with the specific academic discipline are sought and play a significant role in the

evaluation of scholarship. Once again, teaching evaluations are an important factor in the tenure review.

If the department votes to make a positive recommendation, it is forwarded to the Advisory Committee. After reviewing the supporting materials, the Advisory Committee schedules a meeting with the tenured members of the candidate's department or program. The Advisory Committee's recommendation is forwarded to the Review and Appeals Board and then goes to the president and the Board of Trustees, who make the decision on the conferral of tenure.

## **Salaries and Benefits**

**Faculty compensation** – Wesleyan is committed to offering faculty the highest levels of compensation we can while responsibly meeting our financial obligations and the needs of the University as a whole. One important consequence of fulfilling this commitment is that we are able to compete for and hire high-quality faculty and to retain those faculty, once tenured, throughout their careers. Beyond retention alone, however, fulfilling this commitment enables us to recognize and reward faculty appropriately for their manifold contributions to the fulfillment of our institutional mission. Adequate recognition of the faculty is essential to maintaining faculty morale and the identification with and commitment to the institution that accompany it. We recognize that the excellence of the faculty and its commitment to meeting the needs and goals of the institution are among our greatest assets.

For the last three years, we have budgeted 6.5 percent annual increases in continuing salaries. In actuality, we distributed an average 6.7 percent continuing increase for all three ranks – assistant, associate and full professors – over all three years and, taken as a subset, 6.8 percent for continuing full professors. This is a significantly higher increase than many of our peer selective colleges and small universities. We have also increased starting salaries for new assistant professors and continually adjust these figures to keep pace with market demands. The starting salary Wesleyan offers to new assistant professors is among the highest for schools in our category.

The University is in the process of making changes in two areas related to faculty compensation. The first is in the determination of the annual percentage increase for continuing faculty. In recent years Wesleyan has attempted to measure our increase in faculty salaries compared to a group of peer institutions. However, this practice presents several challenges. First, there is often disagreement about the composition of the peer group. Second, average salaries, as reported to the AAUP, include salaries for faculty in professional schools such as business and law, which are generally higher than those for liberal arts faculty. Third, current average salary comparisons across institutions do not reflect differences in faculty demographics. Fourth, average salary comparisons, when used over

time, are confounded by the effects of promotions and turnover. For all of these reasons, we are looking for new ways to measure our competitiveness as one part of assessing how well we fulfill our commitment to offer the highest possible levels of compensation to our faculty.

As these issues were under discussion, the increase for the faculty compensation pool for 2002/03 was set at 5.0 percent for all groups except for associate professors who received a 6.0 percent increase. In light of the 6.5 percent increases in the previous three years and the University's commitment to provide competitive salaries, the faculty expressed considerable concern about the adequacy of the 5.0 percent increase.

The second compensation issue that has come under review is how to use merit increases effectively to recognize faculty accomplishments and support retention. For a long time the University has allocated a certain proportion of salary increases according to a merit system that takes into account teaching, scholarship, and collegueship. While assistant professors receive across-the-board increases calculated according to years of service, associate and full professors are eligible for merit raises. Last year, the number of merit categories was increased from three to six, and the proportion of faculty who received some kind of merit increase grew from 75 percent to 90 percent of full professors and from 69 percent to 80 percent of associate professors. The response to this change was generally positive. We will continue to assess the system and to make changes as necessary.

**Benefits** – In addition to the full complement of medical, dental, and disability insurance, Wesleyan's benefits include a seven percent contribution of each faculty member's base salary to a retirement account, beginning with his or her employment (no employee contribution is required, and vesting is immediate). The University allocates an additional three percent that the faculty member can put into a tax-deferred retirement account or may take as cash earnings. Faculty also benefit from Wesleyan-subsidized mortgages for purchasing homes within a 25-mile radius of campus, a Wesleyan-subsidized loan program for improvements to homes within a mile from campus, and a tuition benefit for dependent children that awards a payment up to one-half of Wesleyan's tuition toward tuition at an accredited college or university.

## Faculty Excellence

### Scholarship

The members of Wesleyan's faculty are outstanding scholars. The centerpiece of Wesleyan's support for scholarship and the scholar-teacher model is our sabbatical policy. Faculty earn a semester's sabbatical, with full pay, after every six semesters of teaching. Adjunct faculty are eligible for a sabbatical after 10

semesters of teaching. Wesleyan also provides internal funding for scholarship and supports the faculty in efforts to procure external funding.

**Internal grant funding** – Wesleyan provides more than \$400,000 annually in internal grants for faculty research and scholarship. While \$200,000 of these funds are distributed to the faculty by a formula each year, the balance of the funds are distributed on a competitive basis: (1) \$200 is awarded to all faculty to cover the costs of materials (100 percent); (2) up to \$600 is awarded upon application to supplement the first grant (85 percent); (3) project grants of up to \$1,500 to support pilot research projects or nearly completed projects are awarded on a competitive basis (20 percent); and (4) up to \$1,900 in travel funds is available for two trips annually for faculty presenting at scholarly meetings (50 percent).

Wesleyan has always been responsive to the career development needs of its faculty. In addition to the generous sabbatical policy, faculty may apply for unpaid academic leave. A semester in residence at Wesleyan's Center for the Humanities is available for faculty in appropriate fields.

We have recently been invited by The Andrew W. Mellon Foundation to participate in its Faculty Career Enhancement Project. We have just completed a year of planning, involving a wide range of faculty and administrators. During this planning year, we identified a set of initiatives that we believe will serve faculty as they move through the stages of a career. Mellon has funded a multifaceted program including a career development center, support for faculty at critical mid-career points, mentoring for junior faculty, and support for faculty as they assume the role of department chair. In addition, we have collaborated with seven of our peer institutions in proposing a broader program of initiatives including faculty exchanges and collaboration across institutions and support for summer research and scholarship.

**External grant support** – Wesleyan faculty are active scholars and researchers who continually seek and procure grants and fellowships to pursue their research and regularly win top awards in their disciplines. Many of the faculty in the sciences are supported by external sources, including federal sources (most commonly, the National Science Foundation and the National Institutes of Health) and national organizations such as the American Heart Association, American Cancer Society, and the like. Each year, faculty outside the sciences seek and gain funding from the National Endowment for the Humanities and the National Endowment for the Arts. Wesleyan's annual support from externally sponsored research totals \$7.2 million. The level of external support for science faculty at Wesleyan far outpaces that of our peer liberal arts colleges.

In addition to the large number of grants to individuals, Wesleyan has sought and received institution-wide grants to support faculty teaching and scholarship. We have received generous support from the Mellon Foundation for several



efforts, including bridge funds for faculty retirements, faculty career enhancement, environmental studies, and postdoctoral appointments in the Center for the Americas. We have received four consecutive grants from the Howard Hughes Medical Institute to support undergraduate study in the life sciences. We have recently received support from the W.M. Keck Foundation for a new program in genomic sciences. The Florence and John Schumann Foundation has funded an endowed position in environmental studies. The Freeman Foundation has generously supported Wesleyan's program in East Asian Studies. We have hired a new faculty member who will teach in the area of Asian economics, to be supported by the Luce Foundation. Wesleyan's Curricular Renewal efforts have also been recognized and supported by grants from the Davis Educational Foundation and the Arthur Vining Davis Foundations. The Davis Educational Foundation has also supported a project to make library reference and research help available all day long, every day of the week, from anywhere in the world over the Web. The Christian A. Johnson Endeavor Foundation has supported undergraduate student research, and the William and Flora Hewlett Foundation supported our innovative WebTech Program. (For details on the library reference project and WebTech Program see Standard 7 – Library and Information Resources.)

**Support for emeritus faculty** – Many of Wesleyan's faculty continue to be active scholars well into retirement. Emeriti faculty receive continued computer support and are eligible for grants to support their scholarship. Many take advantage of this opportunity to advance their research. As increasing numbers of our faculty retire, many choose to stay in Middletown, and we are actively working on a plan to keep these faculty engaged in campus activities.

## **Teaching**

Wesleyan values excellence in teaching. As we described in the previous standard (Standard Four – Programs and Instruction), the student evaluations of teachers illustrate a high level of satisfaction with teaching. We support teaching through our course load and sabbatical policy and with special programs in support of pedagogy.

**Course load and sabbatical policy** – As noted above, Wesleyan faculty normally teach two courses per semester, for a total of four courses per year. In addition, all faculty participate in Wesleyan's extensive program of individualized instruction by teaching tutorials, supervising independent research and senior theses and projects. We also note that Wesleyan supports its faculty as teachers and scholars by offering generous and frequent sabbaticals.

**Support for pedagogy** – Wesleyan's efforts in pedagogical renewal are documented in the previous standard (Standard Four – Programs and Instruction). We also offer considerable financial support for faculty in the area of pedagogical development. This three-tiered program allows faculty to apply

for a small Pedagogical Grant (up to \$1,500) for a small-scale innovation in a particular course or discipline. We offer Seed Grants of up to \$15,000 for individual faculty or groups of faculty who need funding to launch a new pedagogical initiative. We have also instituted a very successful Fund for Innovation Program that offers grants for large, multidisciplinary projects that aim to have a major impact on the curriculum of the University. (A list of awards from the Fund for Innovation and the Seed Grant Programs can be found in the Appendices.) The new Mellon Faculty Career Development Center will serve to consolidate and enhance our pedagogical renewal efforts.

## **Service**

The faculty serve Wesleyan through departmental and University committees and participation in faculty governance, as well as through service to their professional associations. While the formal role of faculty governance has been described elsewhere (see Standard Three – Organization and Governance), that overview does not describe fully the active role taken by Wesleyan faculty in institutional planning. Faculty participate in formal faculty governance, many campus-wide advisory committees, and countless departmental obligations, including searches. The bottom-up approach to institution-wide curricular change that resulted in the implementation of the Program in Curricular Renewal was particularly successful. The drawback to the involvement of faculty in so many activities is the time that is drawn away from teaching and scholarship. As result, recruiting faculty for additional institutional service can be difficult.

## **Conclusion and Next Steps**

With the renewal of our faculty through new positions and replacement positions, we have successfully added to our excellent faculty, increased the representation of minorities and women on the faculty, and reduced the student-faculty ratio.

## **Faculty Recruitment and Retention**

As the pace of faculty turnover accelerates in the coming decade, we will continue to plan strategically to fill these vacancies in ways that best meet the scholarly and curricular goals of the institution. We will also develop strategies to acculturate the large number of new faculty members to Wesleyan and to retain our current mid-career faculty.

## **Faculty Compensation and Benefits**

The discussions about faculty compensation during the year resulted in considerable debate about how to ensure that Wesleyan's faculty are

compensated fairly and competitively. This debate occurred at a time when the faculty raised other concerns about compensation issues such as health insurance and rental housing. Discussions will continue in the coming year to resolve these specific issues and, more generally, about how faculty governance and the administration can work together to address issues of concern to the faculty.

### **Faculty Excellence**

As noted earlier, we applied to and received from the Mellon Foundation a grant that will enable us to create a Faculty Development Center to build excellence and improve on the talents of our faculty. This ambitious proposal emerged out of lengthy discussions with faculty and many faculty proposals. The center, among other things, will help junior faculty to become better teachers while establishing a scholarly record, allow mid-career faculty to continue as prolific scholars while enhancing their effectiveness as faculty leaders and University citizens, and encourage senior faculty to think about ways to remain engaged in fruitful ways with the University even as they contemplate retirement.

We will also develop and implement a system that better tracks the accomplishments of our faculty. While we are confident that our faculty are productive scholars, a system that documents and highlights their accomplishments will demonstrate their achievements to various constituencies and to the world at large.



## STANDARD SIX STUDENT SERVICES

Student services at Wesleyan are devoted to creating a living and learning environment that supports each undergraduate student in his or her intellectual and personal development. Both the academic and student life environment at Wesleyan are characterized by freedom and independence, which is both a source of great opportunity and challenge for students and student services staff alike. This freedom permits our students the opportunity for a tremendous amount of exploration, but for this to be truly profitable, it demands sustained self-reflection and significant initiative in seeking out appropriate resources. From our staff it requires a continuous effort to provide effective support and guidance for students.

The Wesleyan student body is composed of intelligent, high-achieving, and independent individuals. We are in the enviable position of having engaged students; the challenge for student services is to help channel this engagement so that students achieve their full potential. The student services staff work to improve the campus community environment to benefit all undergraduates; to provide effective services to support student life, including cocurricular and extracurricular activities; to strengthen community standards within the University community; and to assist students in making positive choices in their undergraduate careers.

Our experience during the aftermath of September 11<sup>th</sup> made it clear that our University community is, indeed, remarkable. As on many campuses, our student and alumni/ae body sustained personal losses in the tragedy, and even many of those students who did not were still affected in a profound manner. Our students became very involved in organizing vigils and demonstrations. Our administrative staff and faculty worked with them to help guide their actions in responsible, meaningful directions.

Our president organized a series of educational forums for the entire campus community, during which faculty members spoke about the events from political, scientific, and ethical perspectives. Outreach efforts were made to students in the Campus Center and residence halls by concerned faculty and staff. We remained a community true to its commitment to respect and learn from cultural and ethnic differences. The challenge, of course, becomes how to affirm and live these values in the context of ordinary life. It is reassuring to know that when challenged, the core community values we cherish are embraced and demonstrated in our actions toward one another, but we need to help students understand the importance of practicing these values of integrity and respect in their daily actions and choices. This remains a task we are committed to and one we feel able to impact positively during the next decade.

## **Administrative Organization**

The administrator responsible for coordinating the majority of student services is the dean of the college, who reports to the president. Offices that report to the dean of the college include the Dean's Office, Student Services, Residential Life, the University Chaplains, Health Services, the Office of Behavioral Health, the Campus Center, Office of Community Service, and Student Activities and Leadership Development. The Registrar's Office and the Department of Physical Education report to Academic Affairs; the Career Resource Center reports to University Relations; and Financial Aid reports to the dean of admissions and financial aid.

The dean of the college works closely with several colleagues in the Dean's Office, including four class deans, the associate dean of the college and director of new student programs, the dean of student services and the associate dean of student services. The class deans advise students in academic and nonacademic matters; develop and implement programs for students; function as liaisons to individual faculty members, academic departments and student groups; and manage the operations of their office. The current dean of the college is in her fourth year at Wesleyan, and two new positions have been created within that office to support institutional and student programming initiatives on campus. From a personnel perspective, the Dean's Office is now well staffed to undertake the initiatives needed to fulfill the objectives of the office.

## **Issues and Initiatives**

### **Community Standards**

Wesleyan students are expected to abide by our Code of Academic and Code of Non-Academic Conduct that outline community standards and standards for academic integrity for the University. Students are required to sign an agreement to uphold these standards prior to matriculating in the University. Violations are adjudicated through the Honor Board and the Student Judicial Board (SJB). The dean of student services provides advisory and administrative support for the SJB, and the dean of the college provides the same for the Honor Board.

There is concern about an increase in violations of the Honor Code and the Code of Non-Academic Conduct. In response, the president has convened a task force composed of faculty, students, and administrative staff that will examine the Honor Code, the Code of Non-Academic Conduct and the structures, policies, and procedures governing the Honor Board and the Student Judicial Board. In addition, the task force is charged with proposing new ways of communicating to faculty and students their responsibilities under the two codes and strategies to discourage future infractions.

## **New Student Orientation**

Supported, in part, by a grant from the Andrew Mellon Foundation, we have restructured our new-student orientation program so that it better reflects the academic expectations and resources at Wesleyan. The position of associate dean and director of new student programs was created to lead this initiative.

The associate dean, working with the staff from the Dean's Office, Academic Affairs and other university offices, initiated the new program for the Class of 2005 and for new transfer, visiting and exchange students. Important changes included the expansion of advising time from three to four days. New programs related to academic topics were added, including sessions on advising, information resources on campus, and different disciplinary and interdisciplinary areas of study. A concerted effort was made to involve faculty in programs, lectures or projects during orientation. This helped students to meet faculty members as well as to expose them to the expectations and tone of academic life. Successful community-life programs were retained from previous orientation programs but strengthened by adding new speakers and consultants. We will build upon these efforts in the future through improved programming and by continuing to speak with faculty and students regarding the roles and responsibilities of advisors and undergraduates.

We also intend to improve our use of student volunteers and residential hall advisors in the orientation process to help new students make the transition to campus. For example, we currently recruit 75 student volunteers to assist with first-year advising groups during orientation, but these students serve no function beyond the orientation period. This year, we plan to encourage the students to stay in touch with their advisees during the fall semester to serve as another point of contact and support for new students.

## **Faculty Advising**

The faculty and the administration have placed renewed emphasis on the importance of advising. Wesleyan faculty serve on a rotating basis as advisors for first- and second-year students. New students are paired with faculty advisors based on either the student's selection of a course taught by that advisor or a shared academic interest. The creation of the electronic portfolio permits an easier exchange of information between student and advisor. Beginning with the Class of 2005, all students were trained to use the portfolio, and we believe that as student use increases, the portfolio will help improve the interaction between faculty and their advisees.

We believe that students must take some initiative in working with their faculty advisors to make the advising relationship successful. The new orientation program is designed to educate students about the importance of establishing a dialogue with their faculty advisors. To emphasize the importance of advising,

we expanded the time allotted for advising during orientation and shifted it to the beginning of the orientation program.

The pre-major advisor/advisee relationship seems most satisfactory to both parties when the advisor also serves as the instructor for a first-year student's course. In 2001, 45 percent of advisees were matched in this manner; the remaining 55 percent of new students were matched to advisors according to shared academic interests. The number of students matched through course enrollment will only increase, however, if more advisors teach courses designed for first-year students.

Despite all of the improvements noted above, faculty advising – especially advising during the first two years – remains an area where we need to continue our progress. There is still an uneven sense of responsibility and commitment to the process among both faculty and students, an indication that we need to improve our effectiveness in educating both groups about their respective responsibilities in the advising process. We intend to evaluate our progress through survey research of first-year students and through the annual senior survey.

### **Transition Programs**

The class deans traditionally focus on the needs of each particular class and provide ongoing academic and personal support for students. The class deans offer daily drop-in hours, including one evening session a week, and are available by phone, e-mail and appointment to answer questions and provide information to students. The class deans serve as the primary academic monitoring agent, assessing students' academic progress, carefully following those with academic difficulty, helping students locate needed academic support services, and assisting them in tracking their progress toward meeting graduation requirements.

We continue to monitor the particular needs of transfer students. Because this group is relatively small, about 60 students annually, they can be easily overlooked. One change planned for 2002 is the availability of faculty advisors for sophomore transfers (approximately 50 students) during orientation. Previously, these students were advised by the sophomore and junior class deans during orientation week, which is not ideal. By providing these students with a faculty advisor during orientation, we hope to improve their advising experience and to help them acclimate more quickly to the academic environment.

Each class year has its own challenges, and for this reason, the class deans are in the process of developing class-specific support programs. For example, the class dean for first-year students hosted a dinner for that class at the end of the first semester to talk with students about their adjustment to Wesleyan. The



director of new student programs also works with first-year transition issues and continues to develop programs to help students make a successful transition to the University. The interim sophomore class dean has been addressing the "sophomore slump" phenomenon through outreach efforts to that class, providing them with encouraging letters and e-mails before deadlines and at predictable stressful points in the semester. She has also written a proposal for an all-sophomore event, such as a dinner, to reaffirm a sense of class identity and belonging to the institution. The senior class dean has, in the past, organized meetings for seniors with the Career Resource Center to discuss post-graduate options with faculty and alumni/ae and is involved in the planning of Senior Week with senior class officers.

### **Course Access**

While students continue to have difficulty enrolling in certain courses, we have made progress in some important areas. One improvement is the on-line registration system, begun in 1997, that has improved student satisfaction with course access. Under this system, available seats for each class year are divided equally among different registration periods. Students within a single registration period are competing for a percentage of all available seats for a course, which has resulted in a more equitable process. Students also make good use of the add/drop period during the first 10 days of classes to adjust their schedules based on their program needs, major considerations, and preferences.

Another administrative improvement in course access is the distribution of classes more uniformly through the class day and throughout the class week. The Registrar's Office has implemented a system that guarantees that all class times are utilized. To assist first-year students, we implemented a summer registration system in 1998. During the summer, incoming first-year students are encouraged to pre-register for a First Year Initiative (FYI) seminar and an introductory course that are offered during fall and spring semesters. This allows a student to begin the course registration process with enrollments in one or two courses for the fall semester.

### **Technology**

Several student-service offices are using Web-based technology to improve communication with students and efficiency within administrative offices. Three recent examples are:

- The on-line summer registration process for incoming first-year students noted above. Begun in 1998, the on-line summer registration has seen a tremendous increase in use by students with 57 percent of all first-year students using the system in summer 2001.

- The Dean of Student Services Office helped to develop a Web-based events calendar that provides a dynamic display of all events occurring on campus and provides an easy on-line interface for students, staff and faculty to post upcoming events for the community.
- Course information maintained by the Registrar's Office is accessible and searchable on-line using WesMaps. The Registrar's Office continues to refine WesMaps with new search interfaces that permit more concise searches by students and faculty.

## **Student Services**

### **Student Records**

The Office of the Registrar is the central recording agency for student records and course information. The office oversees a range of activities in support of student enrollment, course registration, academic history and transcript maintenance, enrollment and degree certification, access to student electronic portfolios, major declarations, course publications and classroom assignments. The office also coordinates the Honors Program.

The Registrar's Office now allows students to enroll in the University prior to the start of the semester through their electronic portfolio from any networked on-campus computer over a three-day period. Students still must visit individual offices to resolve problems and clear enrollment holds, but this on-line process eliminates the long lines and congestion associated with our traditional enrollment day. Students also can update their home address information as well as order transcripts on-line.

The Registrar's Office is the official repository for student records and is responsible for the release of this information in accordance with Wesleyan University, state and federal regulations. In an electronic age where information is increasingly available, it is critical that our mission to provide better service does not violate our legal responsibility to ensure the confidentiality of student information. The Wesleyan community is informed annually of the University's policy regarding the confidentiality and disclosure of student records. Personal files on individual students are maintained by the Dean's Office and are accessible by student requests to this office. Faculty, staff and students have access to certain kinds of academic and directory information on individual students through the electronic portfolio system. Based on their role at the University, faculty, staff and students may be able to view a student's current schedule, academic history, enrollment holds, and biographical and parental information. Faculty have access to class lists, wait lists and their advisees' portfolios, which contain academic information.

## **Student Support Services**

### **Academic Support Services**

A variety of support services are available to Wesleyan students, including peer tutoring, writing support through the Writing Workshop and math assistance through the Math Workshop. In addition, the Dean's Office funds a writing mentor program through the Writing Workshop that pairs first-year students with upperclass mentors who meet with them weekly to provide ongoing assistance. Courses identified as writing-intensive also have a writing tutor, trained through the Workshop. The graduate and upperclass students who staff the Math Workshop are available during regular drop-in hours to help students with math problems. The peer-tutoring program, coordinated by the Dean's Office, provides tutoring assistance to students in all subject areas. Tutors are paid an hourly wage; the Dean's Office covers this expense for students with financial need.

These services, however, are not sufficient to meet the needs of many Wesleyan students. Many students would benefit from training in certain skills such as time management, notetaking strategies, and study skills. The Dean's Office sponsored two workshops on time management during the Fall 2001 semester and will continue to offer workshops in the future.

Our current decentralized approach to providing academic support services may limit the effectiveness of outreach efforts as well as limit participation by students. A centralized coordination of support services, perhaps including the physical centralization of these services in one building, may improve the delivery of this help.

### **Financial Aid**

The financial aid program at Wesleyan enables every admitted student to attend for eight semesters and to graduate. The University has a need-blind admissions policy and a need-based financial aid policy. The cost of our financial aid program is substantial, totaling \$29,810,000 in 2000/01 in need-based funds. We have improved the aid program by decreasing loan levels for student borrowers. Beginning with the Class of 2004, our standard loan package does not exceed \$20,000 over four years, in contrast to the average of \$23,520 in need-based loans for the Class of 2001. An increased yield on financial aid recipients – from 41.5 percent for the Class of 2001 to 48 percent for the Class of 2004 – underscores the positive impact of this new loan-level policy on the admission process.

The Office of Financial Aid is using on-line processes to improve access to information and office efficiency. The office recently developed a new Web site that includes a searchable database of available on-campus jobs and allows students to apply on-line. The office is also beginning to use electronic forms

and application imaging to reduce time and effort for both financial aid applicants and office staff. The office collaborates with University offices, such as Student Accounts, University Relations, Office of International Study and the Office of the Treasurer, to ensure the proper packaging and distribution of financial aid funds to Wesleyan students. Finally, the Financial Aid Office offers educational programs on money management strategies for students.

## **Health Services**

Health Services, housed in the Davison Health Center, offers students comprehensive primary care for illness and injury. If students require immediate medical attention outside of the Health Service's operational hours, students are referred to Middlesex Hospital, located close to campus, or to other appropriate hospital facilities. Staff at Health Services are notified of serious medical situations involving students and work closely with medical personnel and Dean's Office staff to provide follow-up care or support when students return to campus. An on-call system is in place through the Dean's Office so that the on-call dean and the staff at Health Services and the Office of Behavioral Health for students are notified of medical emergencies that require hospital intervention.

In addition, the center provides health education and wellness programs to the student body, addressing specialized healthcare needs for particular groups, including queer students, men, women, and students of color. The staff use each interaction with students as a teachable moment to increase students' awareness of health issues and their own responsibility in maintaining good health and personal well-being. Some of the educational outreach efforts to the larger student community include an annual health fair, immunization clinics, pre-health professional advising, and crisis training for student residential life staff and public safety officers. In addition, Health Services also includes WesWell, the health education office, whose director works with a group of student peer health advocates to provide health education, wellness and prevention activities on campus.

To continue to serve the student body and to meet state licensing requirements, Health Services will need improvements to the facility and its equipment. In addition, Health Services would like to computerize its patient management system, a process that is currently performed manually. Funding for these improvements are included in the University's budget for 2002/03.

## **Office of Behavioral Health for Students**

The Office of Behavioral Health for Students (OBHS) provides short-term psychotherapy for students as part of its mission to support their emotional, social and intellectual growth. Although most students are seen by appointment, emergency situations are responded to usually within the hour. Approximately 34 percent of all students seek assistance from OBHS during their undergraduate

years; 99 percent of the students who seek appointments are self-referred. Therapists also consult with faculty, resident advisors, class deans and other support staff who need to discuss concerns regarding individual students. It is understood by all members of the University community that the students' confidentiality is held to be sacrosanct by the Office of Behavioral Health for Students. The office also reviews documentation submitted by students with nonphysical disabilities who request accommodations and assists students who suspect they have a learning disability that was not detected prior to matriculation by identifying clinicians who provide assessment of learning disabilities.

### **Career Resource Center**

The Career Resource Center (CRC) advises students and alumni/ae in the areas of self-assessment, career exploration and techniques for job searches and graduate school admission. The CRC has an extensive library of career-related resources, hosts a Web site filled with information about career opportunities, and manages multiple databases of internships and full-time employment opportunities. The center offers workshops on career-related skills, such as resume writing and interviewing, as well as focused programs and panels that are content driven, such as alumni/ae career panels, law school admission, and job fairs. Targeted programs are offered to special populations within the student body, for example, programs for students with disabilities; students of color; gay, lesbian and bisexual students; and older students.

CRC staff provide advice about applying to graduate school as well as internship and job opportunities during and after college. The CRC has contacts with more than 300 companies and organizations that recruit Wesleyan students and graduating seniors for internships and full-time employment. Each year more than 100 organizations participate in the CRC's on-campus recruiting program and send a representative to campus to interview students. In addition, the CRC maintains a large database of internship and job opportunities specifically targeting Wesleyan students and alumni/ae.

### **Students with Disabilities**

The population of students with physical or nonphysical disabilities is relatively small at Wesleyan. The dean of student services is responsible for providing accommodations for students with physical disabilities. The first-year dean is responsible for coordinating approved accommodations and support for students with nonphysical disabilities – primarily learning disabilities and behavioral disorders, such as ADD and ADHD. The University is reviewing its operational practices for delivery of services for students with disabilities, and the Dean's Office will make several recommendations to the committee examining this issue. Paramount among these is the identification of a single individual to coordinate services and accommodations as well as the allocation

of academic support resources and para-academic support resources to meet the needs of these students.

### **International Students**

Over the past three years, Wesleyan has had an average of 175 international students on campus, a third of whom are Freeman Scholars. One goal of the Freeman Scholar Program is to contribute to the development of the students' home countries through the education of a select group of their citizens. The coordinator of international student programs assists these students with a range of transition issues, from the academic to cultural. Our experience is that these students adapt well to our campus culture and are able to take advantage of our educational system.

### **Graduate Student Services**

Support services are provided to Wesleyan's 150 MA/PhD students by the Office of Graduate Student Services. Staffed by a professional and an administrative assistant, the office has broad responsibilities that include student records and registration, payroll and stipend maintenance, billing, immigration, and health insurance. The Office of Graduate Student Services is also responsible for students in the BA/MA program, German exchange students, native language teaching assistants, and the Ford Fellows from the Writing Workshop. While it is a challenge for such a small office to provide such a broad array of services, this structure is appropriate, given that we have a small number of graduate students, and their needs are unique from the undergraduate population.

## **Student Life**

### **Residential Environment**

The residential life program provides undergraduates with a healthy living environment, one that fosters a sense of community and attempts to promote community values. Students have a wide variety of living options, ranging from single and double rooms in large residence halls to rooms in program houses that unite residents around a common interest to apartment-style units and single (woodframe) houses that offer upperclass students a more independent living option. Student resident advisors, head residents and professional area coordinators now supervise and help develop programming for all residential areas. These staff members carry out approximately 900 programs for student residents during the academic year. This is a significant improvement from six years ago, when only first-year residential areas were supervised by professional staff. While we believe that the increase in staff and programming has improved the environment in student residences, some students believe that there is too much "top-down" management of student-life issues.

Significant work in the past six years has improved both the physical plant and the housing assignment process. The Foss Hill and Butterfield residence halls have benefited from major maintenance; all campus housing has been wired to extend a data and voice network to all residences; and a major renovation of Clark Hall is nearing completion. Residential Life has moved its housing selection process on-line, a change that has increased student satisfaction with the housing assignment process. The on-line process decreased data entry and provided the office the ability to report on housing selection trends and issues in a way that was not previously possible.

We recognize the need to continue to improve our residential life environment. For example, the dean of the college, with the support of Residential Life and Health Services, plans to make all large residential areas smoke free. Some of our more ambitious goals, such as facilitating student/faculty contact through the residence halls, are difficult because of the decentralized nature of our housing. While upperclass students like the independence this structure affords, it does not facilitate the development of a sense of community and limits the effectiveness of residentially based programming. The long-range plans for the woodframe houses are currently under review by the University, but for the foreseeable future, we will need to continue to use this type of housing. In the interim, we have reallocated our housing stock to create "villages" of woodframe houses to foster a greater sense of community among students.

Our attention to social programming has increased dramatically in the past few years as part of an effort to de-emphasize the role of alcohol in student social life. The creation of a new position in student services, the director of student activities and leadership development, has enabled us to both increase the number of social events on campus and identify areas of student need, such as social programs available after 10 p.m. Policy changes or clarifications implemented in recent years have improved our ability to manage large-scale social events involving alcohol and contributed to a reduction in several of the problems associated with these events. Our party policy, developed five years ago, for example, has greatly reduced the number of Code of Non-Academic Conduct violations associated with large parties. The revised interpretation of our existing alcohol and illegal drug policy, implemented in the Fall of 2001, has also resulted in fewer large-party violations.

### **Dining Services**

Students continue to express dissatisfaction with the dining experience on campus, despite minor programmatic changes and facility upgrades over the past several years. A review committee, consisting of students and members of the faculty and administrative staff, was convened during the 2001/02 academic year to understand the root causes of dissatisfaction and to make recommendations to improve student satisfaction. The committee recommended several improvements designed to address concerns about food quality, menu

cycles and service hours, and these will be implemented for the Fall 2002 semester. In keeping with our process of student governance, additional recommendations relating to minimum buy-in levels for juniors and seniors will be vetted with the student body during the fall semester to ensure student support for these additional changes.

### **Athletics and Physical Education**

The athletic program at Wesleyan consists of competitive, noncompetitive and educational components, all of which are designed to enhance students' physical and mental well-being. Wesleyan students can participate in 29 intercollegiate sports, 14 club sports and 19 intramural activities; altogether, these sports attracted approximately 1,850 student participants during the 2001/02 academic year. Wesleyan is a member of the New England Small College Athletic Conference (NESCAC), a conference that is mindful of the need to balance rigorous academic work with participation in sports.

The athletic director and coaching staff have initiated or supported efforts to help student-athletes with the challenges associated with managing both athletic and academic commitments. They have also sponsored educational programs in the areas of alcohol education, diversity, sportsmanship, nutrition, CPR and first-aid training; engaged in conversations with class deans about supporting students who are having academic difficulties; connected faculty members with specific athletic teams; and postponed practice times for new student-athletes during orientation week.

The Dean's Office and Athletics have organized an annual lunch for coaches and class deans to improve communication between these two groups to more effectively address the particular problems of student-athletes. During 2001/02, we organized a meeting for all first-year athletes during orientation and at the beginning of the spring semester so that coaches, a class dean and a faculty member could talk to them about some of the challenges facing student-athletes.

Our goal is to have the academic performance of our student-athletes match the performance of the student body at large. In 2000/01, the women's swim team maintained the highest academic average of all swim teams in the country, and the wrestling team had the third highest academic average among Division III wrestling teams.

Wesleyan also offers for-credit physical education courses that enroll 1,200 students annually in the areas of fitness, lifetime sports skills, aquatics and outdoor activities. Nearly all of these programs are located in the Freeman Athletic Center, a 300,000 square-foot facility. Most of the athletic facilities are adequate for the size of our University population. Current plans are to build an addition to the Freeman Athletic Center to relocate basketball, volleyball and squash and to expand and upgrade the fitness center.



## **Community Service**

The Office of Community Services supports connections between students and the larger Middletown community. Wesleyan students contribute a tremendous number of volunteer hours to the Middletown community through ongoing service commitments, such as tutoring in local schools, and short-term projects undertaken by students in particular residence areas, program and fraternity houses or by members of athletic teams. Efforts to develop an organized service-learning program are also taking shape. Thus far, the service-learning program has been limited to a very small number of courses. Under the leadership of a faculty member in sociology, however, grant funds are being sought that would allow for the development of a more comprehensive program that would formalize the tenets of service-learning and support the creation of additional academic courses of this type.

## **Conclusion and Next Steps**

We plan to assess two areas during the next few years – new student orientation and residential life. We made significant changes to our orientation program in 2001 to better represent the intellectual richness and academic expectations of the University. Following that program, we surveyed the participating new students and faculty advisors and are using feedback from those evaluations to help us improve the effectiveness of our programs for 2002.

Because much of a student's experience at Wesleyan is shaped by his or her campus living environment, the residence halls and houses become extremely important in our programming efforts. The Dean's Office is taking a more proactive role in assisting the Office of Residential Life by identifying and funding program opportunities. Currently, we are working with the Office of Residential Life to develop a program to be offered during the first three weeks of the semester that will focus more on University resources and on issues of community standards and diversity. This particular effort may prove more effective in communicating with students, especially new students, than large group presentations used during orientation and will also support our community values by integrating them more closely with residential life.

These efforts are part of a larger initiative to improve the quality of student life on campus through the expansion of both intellectual life outside of the classroom and the creation of new social programs that can provide viable alternatives to the traditional large-party scene. For example, the Dean's Office initiated class lectures by acclaimed faculty members during orientation, financially supported programming efforts in the Center for the Arts, and participates on the Wesleyan Lectures Committee, responsible for bringing scholars and performers of great renown to campus.

Specific challenges for the future include a need to improve our sense of community and respect for community standards and the Honor Code. We are concerned by the number of violations of both the Honor Code and Code of Non-Academic Conduct. We need to help our students better understand their responsibilities in planning their academic program of study and working with their advisors. We want to make the campus-life experience a more holistic one, one that incorporates intellectual, cocurricular and extracurricular activities in a lively coexistence.

## STANDARD SEVEN LIBRARY AND INFORMATION RESOURCES

Wesleyan operates two separate organizations, the Library and Information Technology Services (ITS), to support the library and information resources for the institution. The head librarian reports to the vice president for academic affairs and the ITS director reports to the vice president and secretary. The two organizations work closely together to avoid overlap and redundancy and to collaborate on specific initiatives.

### Library Resources

Wesleyan has a strong library system whose mission is to support faculty scholarship and the undergraduate curriculum, as well as the graduate programs in the sciences, ethnomusicology, and the Graduate Liberal Studies Program. The library is staffed by 17 librarians, 3 other professionals, 22 library assistants, 44,000 hours (24 FTE) of student assistants, and 2 additional librarians employed as a part of a two-year grant program.

### Facilities

The central library building, Olin Memorial Library, is a McKim, Mead & White building that was renovated and enlarged in the 1980s to increase capacity while retaining the monumentality of the 1928 building. With a shelf capacity of 800,000 volumes and seating for 620 (including 100 locked study carrels for honors students), the library provides an environment conducive to research and reflection.

Included in Olin are the Scores and Recordings Collection and World Music Archives as well as Special Collections and the University Archives. The Scores and Recordings Collection houses the library collections of musical scores and sound recordings of both spoken word and music. The World Music Archives began as Professor Emeritus David McAllester's personal collection of Native American music recorded from the 1920s to the 1960s. Today, the Archives contain well over 3,000 original audiotapes, approximately 700 discs and 100 videotapes in numerous formats.

Wesleyan's rare book collections and the University Archives are combined in one department, Special Collections and Archives (SC&A), with a cross-trained staff and a shared, supervised reading room. The department includes excellent rare book collections, with particular strengths in English and American literature and history, poetry, incunabula, fine press printing, 19<sup>th</sup>-century English social history, Arthuriana, and other areas. In 1997 the first full-time university archivist was hired. A year later, a processing archivist was hired to help with the enormous backlog of unprocessed materials. Since 1997, SC&A has

had an aggressive program of outreach to faculty and students, with 35 to 50 class instruction sessions taught each academic year. SC&A staff also work closely with all levels of the University administration on many projects related to Wesleyan's past and present.

The Science Library, located in the center of the Exley Science Center, is the divisional library for the natural sciences and mathematics. The Science Library primarily supports the Departments of Astronomy, Biology, Chemistry, Earth and Environmental Sciences, Molecular Biology and Biochemistry, Mathematics and Physics. It houses about 190,000 volumes, 925 journal titles and access to a variety of electronic indexes, databases, and electronic texts.

Two small libraries complete the inventory of library facilities. The Art Library houses a 24,000-volume collection supporting the subject areas of art and architectural history, photography, and studio arts. The actual art collection numbers close to 50,000 volumes, but because of size constraints, art books and journals are also shelved in Olin, Science Library and the Print Reference Collection and Storage collections. The Psychology Library, located in Judd Hall, covers such subjects as human behavior, memory and cognition, neuroscience, personality, social psychology and statistics.

## **Collections**

Wesleyan has a rich collection of manuscript and print materials, including archival collections, books, journals, printed music and images. This collection has been built through the incremental growth of the acquisitions budget over a long time period. With only two or three exceptions, each year for more than 20 years, the budget for library materials has increased by nine percent or more. For comparison, our expenditure in 2000/01 of \$2.5 million for library materials ranked second in the 72-member Oberlin Group.

The library collections consist of more than 1.2 million volumes. Sound recordings, videos, and microformats add another dimension to study and research. In addition, since the formation of the CTW Library Consortium in 1987, the Wesleyan community has enjoyed access to the library resources of Connecticut College and Trinity College. By sharing resources, we have more than doubled the local resources available to the community. Faculty are also able to use the collections at Yale University through a time-share fee.

These traditional library materials have long been the staples of scholarship, and they should be a legacy for future generations. With the addition of the powerful electronic resources now available, the potential for learning and research at Wesleyan has never been greater.

Our present challenge is to continue to provide the best information for teaching and research in an environment of rapidly increasing scholarly communication and publication, coping at the same time with the expanding costs of making necessary resources available and the cost of preserving the collections for the future.

Our response to this challenge has been to pay careful attention to the community's priorities. For example, a 1997 survey of faculty opinion about library collections and services indicated that access to journal literature was the most pressing problem. To address this concern, we are taking advantage of recent advances in technology to improve access to journal literature. We now use all electronic means available to access tables of contents of journals, abstracts for many individual journal articles, and full-text copies of many articles. These can be read on-line, printed, or ordered from a reader's desktop and received a short time later. An on-line interlibrary loan service provides access to additional journal literature. The result has been increased access to a greater diversity of journal literature than we are able to collect through subscriptions.

Several collections are not part of the library collections. They include the large print collection housed in the Davison Art Center, the Cinema Archives, the Mansfield Freeman Center for East Asian Studies archives, the world music instrument collection, and the geological, archeological and anthropological collections housed in the Exley Science Center. There are plans to consolidate the print collection and the material culture collections in a new teaching museum. This will greatly improve the quality of the storage as well as improve access to these important collections for teaching and research. The second phase of the Film Studies expansion includes expanded and improved storage space for the Cinema Archives.

### **Services**

The primary role of the library is to provide access to the information that corresponds to the curricular and research interests of the University. Wesleyan's librarians and faculty, through careful selection, have developed a collection that responds to the needs of our user community. Even in a networked age with the seemingly limitless resources of the Internet, this strong collection helps to define Wesleyan and provides the foundation for our community's access to recorded knowledge.

In today's complex information environment, library instruction is more important than ever. Librarians continue to develop strategies to familiarize students and faculty with the tools and resources of scholarly communication and to help them judge the quality and pertinence of printed and electronic information.

Self-paced on-line tutorials have been developed for those who prefer to learn on their own. These include numerous Web pages on specific topics and a research skills tutorial. This tutorial provides an easy-to-follow path that takes the user through the research process from the initial development of a topic to the location of general background information to finding extensive resources and, finally, to the proper citation of sources.

For those starting a new research project or desiring in-depth instruction in the use of library resources, an individual research session is available. By appointment, a librarian will work with a student to make a list of useful reference works, on-line indexes, and other sources and then show the student how to use these tools most effectively. Students who have taken these sessions tell us that they were able to find many sources they would not have found otherwise, that their papers were improved as a result of their sessions, and that they are now more efficient and knowledgeable library and Internet researchers.

Customized group and class instruction is also available. Librarians and faculty working together are able to develop research opportunities across the curriculum. In addition, we are increasingly working with departments to ensure that majors can effectively research the literature of their field.

Even as we continue to support and strengthen traditional library services, much of our energy goes into building a new set of services to support electronic access. Three such services illustrate this approach.

In 1998 we created a pilot program to provide electronic course reserve. In 1998 the initial program supported two courses, but by the Fall 2001 semester, 67 courses with 1,488 reserve readings were available on-line. Faculty have found it to be a valuable resource, and use by students was robust, with 19,038 items retrieved during the fall semester.

An increasing number of journals are now available in both paper and electronic formats, and several different sources might provide access to the same article. The Journal Locator, developed by the library, provides one-stop shopping for locating all of the different sources for journals whether in traditional or digital format. With this service in place, the community now can easily search for journal articles and select the most readily available source for their use.

In October 2001 we began an on-line reference service called Reference Now! – Live Help! The service is accessed by clicking on the bright blue icon on any library Web page. The service makes reference and research help available all day long, every day of the week, from anywhere in the world our users are able to connect to the Internet. With **Live Help!** one enters into an electronic chat session with a librarian who can answer quick reference questions, guide users in realtime through Wesleyan's collection of indexes and databases, electronic journals, or other pages on the Internet that might be needed. The librarian is

able to "talk" to a user while simultaneously sending search results or Web pages to the computer screen. At the end of the session, after the librarian has guided a user to a resource, the users can simply click the screen and retrieve the information. The librarian can even "walk" the user through a demonstration of the optimum use of library resources, just as if the user, who might be in a campus dormitory room or even in an Internet café in Paris, was sitting next to the librarian in the Campbell Reference Center. Shortly after completion of an on-line session, the user and the librarian receive a transcript of the conversation as well as the Web addresses of all the sites the librarian recommended.

## **Information Technology**

Information Technology Services (ITS) at Wesleyan is an important partner with every constituency of the Wesleyan community, both on and off campus. Many of the institution's strategic objectives depend upon the delivery of services and software from ITS. In the future, this relationship will need to be sustained as the full academic and administrative potential of information technology is realized.

### **Organizational Structure**

In 1996, Wesleyan began an ambitious program to overhaul its administrative systems, including development, admissions, and student and faculty records. In preparation for this, Wesleyan's Information Technology Services was reorganized to take advantage of a shared infrastructure that would serve both academic and administrative computing.

This Information Technology Services organizational structure (included in the Appendices) promotes efficient use of shared resources. At the center of the organization, Technology Support Services provides and maintains the infrastructure for the entire campus, providing service for both academic and administrative users. In turn, Academic Computing Services and Administrative Systems take advantage of this central service and of each other. For example, support for academic computing comes from the underlying physical resources of the campus network maintained by Technical Support Services and from the software development that takes place in the administrative systems wing.

### **Academic Computing Services**

Faculty are supported in their efforts to use information technology in teaching by three academic computing managers. Each academic computing manager is responsible for a set of related departments, Natural Sciences and Mathematics, Social Sciences, and Arts and Humanities. They work with the faculty to acquire academic software, provide training in Web authoring, arrange for centralized services (e.g., course management systems, digitization services), and provide project management services for more ambitious faculty projects. The Academic

Technology Advisory Committee consists of five faculty and meets twice each semester to set priorities for academic initiatives, for example, reviewing the scope of the classroom renovation project and programs to assist faculty in the use of information technology in teaching.

One vehicle for encouraging the innovative use of information technology in teaching is the Academic Technology Roundtable. Cosponsored by ITS and the library, these weekly luncheon seminars, attended by librarians, faculty, ITS staff, and other information professionals on campus, provide for an informal presentation of a new technology, a faculty project or a talk by an outside expert, followed by discussion. Modeled loosely after the American Association of Higher Education's TLTR (Teaching, Learning, and Technology Roundtable), the ATR has been in place since the spring of 1998.

### **Infrastructure**

Specific technical facts about information technology at Wesleyan are available on-line at <http://www.wesleyan.edu/ITS/additionalinfo/>. Comparative data from other IT departments at similar colleges will be available at this Web site and during the visit. This Web page also contains a description of how ITS, many times in partnership with other departments, has been making progress toward Wesleyan's strategic objectives.

Of particular note are the six ITS-maintained computer labs (154 seats) and two interactive computer classrooms (34 seats) that provide spaces for access to academic software and to library and Internet resources. In addition, the library maintains 46 similarly configured stations. Despite rapid growth in the number of students bringing computers to campus and networking these computers (more than 95 percent of all students participate in our Residential Network program), we see increased use of these spaces both for direct instruction and as informal spaces for academic work. The computer labs provide important study and social spaces, access to expensive hardware and software, and support for the use of these resources.

In addition to providing access to computers and other audiovisual technology to teachers, the use of computers by students in classroom instruction has been improved through the classroom renovation project (see Standard Eight – Physical Resources). Two examples are illustrative. Studio classrooms were constructed with computer stations along three walls of a classroom with a large seminar table in the middle of the room. This set-up allows students to face the instructor around a seminar table for one mode of instruction and to pivot in their seats and be in front of a computer to work on a computer-assisted lesson or exercise.



Another innovation involved the use of wireless technology and laptop computers. A moveable cart was built to house a dozen Apple laptop computers and a wireless Internet hub. The cart can be rolled into any building in the Exley Science Center, and the computers are networked by simply plugging the wireless hub into an ethernet port. We replicated this "Apple cart" with a similar cart built on the chassis of a hand truck to create the "Mac truck" for negotiating the more difficult terrain between classrooms in the Center for the Arts.

Faculty, staff, and students have available to them a wide array of productivity- and discipline-specific software applications that they use regularly both in an administrative capacity and in their teaching and research. Access to this software depends on the application, but all applications are available in our labs and classrooms. Many of the applications can be installed over the network into personal computers in the residence halls, office machines, and, in some cases, on home machines. We maintain a registry of software that is available for curricular and research use on the Web and provide support for this software through our student-managed help desk, our professional librarians, an ITS-sponsored training program, on-line tutorials, and our academic computing managers.

### **Systems Development**

In the development of our new University systems, the Oracle database was chosen to serve as the underlying and unifying database for all applications. Although a common integrated applications environment such as the Banner or PeopleSoft suite of applications was thought to be most desirable, it was also acceptable to use "best-of-breed" solutions as long as they were compatible with the overall technology architecture. Based on this strategy, Wesleyan chose PeopleSoft for the Student Faculty Information System plus Millennium (from JSI) for its development/advancement system. Both of these systems use the Oracle database as their foundation. Currently, we are beginning the project definition phase for a new financial system.

Vendor systems do not support all of the functionality important to our administrative work and educational mission. Our strategy for providing additional functionality is to develop Web-based programs that sit outside the vendor application. We have named these add-on systems "surround systems" because they surround the larger vendor-supported, transaction-oriented software and extract information from many different parts of the central system. In general, surround systems are designed for single-transaction support-specific functionality, are developed in-house, require a short time to implement, directly support the institutional strategic initiatives, and serve broad, distributed constituencies.

While the systems are developed in-house, they draw on a rich toolset of software components including Lotus Notes, the Oracle Application Server package and Perl, Java, and SQL packages that allow for rapid development. Surround systems are an economical solution to create additional functionality outside of the vendor-supported systems and eliminate the need for expensive and time-consuming upgrades when the vendor software needs to be upgraded. Wesleyan's surround systems concept simplifies specific transactions in the same way that a data warehouse simplifies and aggregates complex data structures. In both cases, the owner of the data is allowed much greater access, control and understanding.

One example of a surround system is our unique on-line registration and advising system that has been well received on campus and that met the strategic objectives of addressing better course selection by students and better advising by the faculty. The registration system, like all of our Web-based surround systems, relies heavily on the Oracle database that underlies the PeopleSoft Student Administrative Services system.

Many other surround systems have been developed using these principles, the most elaborate of which is the student electronic portfolio that was designed primarily to enhance student advising but has grown beyond that original objective. We have incorporated into the portfolio features that aid faculty and students in teaching and learning. Student-faculty communications have been enhanced through class mailing lists, bulletin boards, on-line face books, class grading lists as well as the creation of simple Web-based syllabus creation tools.

In addition we have fed enrollment data into more sophisticated course management systems like Blackboard. The result of these innovations is that the Web has already become an important tool for both administration and teaching.

The Web is an excellent delivery vehicle for University applications because all members of the larger Wesleyan community, both on and off campus, have easy access to the Internet. In particular, we provide the faculty with a wide range of Web-based applications that they can use in support of their teaching. These range in complexity from a simple form that they can fill out on the Web to post their syllabus to sophisticated conferencing and course-management applications. For those who choose to manufacture their own Web sites from scratch, we provide all courses with a Web directory where faculty can post their materials. We also provide digitization services that allow faculty to post digital media (pictures, audio, video) to the Web.

Wesleyan has developed a unique Web authentication mechanism called "WesVal". This allows all members of the Wesleyan community, including alumni/ae, to be authenticated against a common trusted source whenever they use any Web application developed at Wesleyan. This common authentication

procedure has greatly simplified the usual complexities surrounding accounts, usernames, and passwords in application development.

### **Web-Centric Strategy**

Based on our successful use of the Web, we intend to extend the use of Web-based technology into all appropriate administrative and academic areas at Wesleyan. We have coined the term "Web-centric" to describe this strategy for using the Web and our core administrative systems. Creating a Web-centric environment at Wesleyan will have many administrative and educational benefits. The following example illustrates how this is possible.

One important objective is to recruit the best students for Wesleyan. This year the Educational Testing Service included e-mail addresses in their referral files for the first time. Taking advantage of this, Wesleyan sent customized e-mail to approximately 50,000 prospective students. These customized e-mails contained a "click here" link that brought the prospective student to a Web page that then displayed the prospect's personal information. The prospect could then verify and add additional information and also indicate potential interests such as athletics, the arts, or science. We, in turn, delivered a customized Web page to the student containing information about those areas of interests at Wesleyan.

We want to support the faculty as they become more sophisticated in their use of technology in teaching and research. We have begun to support not only simple Web authoring and the use of commercial software, but also the development of interactive modules for use in instruction. These "learning objects" provide content that our faculty cannot find elsewhere and yet lack the time or technological skill to author personally. We see the development of this type of educational material as a natural progression toward a richer use of the Web for teaching.

Going forward, the Web-centric strategy has four broad objectives:

- The transition from a Web site that broadcasts the same information to all users to a new environment of individually targeted and tailored interactive communications
- The vastly increased use of the Web for routine administrative transactions
- The integration of Web technology into the teaching and learning process
- The continuous redesign of our traditional Web site

The Web originally provided one-way communication; it was used to provide easy access to multimedia documents to a broad audience. In the same way that the use of the Web by the government, business, and the entertainment industry has rapidly evolved into a two-way transaction-oriented system, our own use of the surround systems strategy demonstrates that the Web is more useful as a two-way communication tool. Prospective students, students, alumni/ae, faculty and staff, both in their professional capacities and as employees of the University, can perform many transactions quickly and efficiently through the Web. For this to be effective, Wesleyan will utilize a new type of Web environment called portals. The use of portals is the next logical step to build on surround systems and enable more targeted communications and transactions.

Colleges and universities are information-intensive environments, but the information is often scattered and not easily found. Our Web-centric strategy and portal technology will allow us to organize and present our information in a better way. The Web will be the preferred tool for finding information and for conducting nearly all routine transactions. In the aggregate, this means productivity gains for all members of the community. Productivity gains can only be achieved if we allow all users on campus to draw appropriate information (data) from our institutional databases and allow them to display that information on Web pages they design and maintain. We will create an easy-to-use data warehouse to extract information from our institutional databases and modify Web-authoring tools, such as Microsoft Front Page, in such a way that non-technical end users can then paste these data elements into Web pages they design. The portal technology will enable us to assemble these pages in coherent groupings that make sense to particular groups of users.

The Web represents an enormously promising medium for undergraduate liberal arts education. To deliver on this promise, we must focus our attention on the appropriate use of this technology to further the pedagogical goals of the institution. We see two interrelated areas of development that will allow our faculty to move forward in their integration of the Web into their classroom teaching: providing them with discipline-aware technical assistance and working with other schools to develop discrete learning modules.

The Web remains the best tool for quick dissemination of information to many disparate audiences. This information needs to be presented in an easy-to-find and attractive way. We have redesigned our institutional Web pages to create a better information architecture. The new Web site is more graphically pleasing and easier to navigate and provides the groundwork for the development of our portal implementation. The Web site communicates Wesleyan's strengths as a premier liberal arts institution and in the future will allow the user to easily move into our portal environment to obtain more focused information or to engage in specific transactions with departments and individuals.

## Conclusion and Next Steps

### Library

In the library, access to many collections and services 24 hours a day, 7 days a week, and the ability to obtain the assistance of a reference librarian until 2 a.m. from any location has radically changed the way users interact with the library. Services and collections must continue to be modified to support a new kind of student.

**Facilities** – The renovation of Olin Library provided the space necessary to meet user needs. Nevertheless, two facilities issues require attention. First, the shelf space for collections has reached capacity. Additional space for general collections, scores and recordings, and archival collections must be provided. Also, the library currently has more than 100,000 volumes stored offsite. The solution, incorporated into the University's facilities master plan, is to introduce compact storage in the basement level of the Science Library to increase shelf space. This project is scheduled to be completed in the next five years. Second, we offer lockable carrels in the library to seniors working on their theses. Over 100 carrels are available, but more seniors are now undertaking senior honors projects than there are carrels available. It would be desirable to find additional space for these students.

**Collections** – Because of the good stewardship of librarians and faculty through the years, the collections of library materials far surpass what one might expect to find in a college library. Scholars visiting the campus are often astonished at the scope of the resources available in their field. As the cost of library materials continues to increase at a much greater rate than library budgets and as the number of items published in all formats grows, the task of building collections becomes more complex. To address the acquisitions challenge, a resources assessment librarian has been appointed to the staff. It is the responsibility of this librarian to monitor and analyze the cost and usage patterns of library collections and services. The cost and use data now available to the library's Collections Group, a group of nine librarians responsible for the development of the library collections, informs acquisitions decisions, especially those related to the renewal of electronic resources.

**Electronic resources** – Throughout its history, the library has acquired specific materials because they were seen as important to the body of recorded knowledge. To what extent, if any, should this age-old practice of building collections be modified in an electronic world? To address this question, the Educational Policy Committee's subcommittee on libraries has been replaced with divisional committees on libraries. Members of the faculty and librarians serving on these committees will address this question as they work closely together to provide library resources appropriate to the curriculum and to faculty research.

**Preservation** – While it is our good fortune to have a distinguished retrospective collection, it is also true that many of these valuable and often irreplaceable materials can deteriorate over time. To work on this problem, a preservation services department has been established with primary responsibility for item treatments, ensuring their availability for use, and reformatting when use is no longer possible because of unstable condition and brittle paper. We will also continue to provide preventive preservation measures through disaster preparedness planning, consultations on environmental control, planning for appropriate library space, and staff and user education and training.

### **Information Technology**

Wesleyan will continue to invest in information technology to enrich the teaching and learning environment. Investments in administrative systems will directly benefit the academic mission. The Web-centric strategy will have an impact on the curriculum and enable new forms of teaching and learning to take place in the classroom and on the campus network. Our current and planned future projects provide insight into our direction.

**WebTech program** – The WebTech program pairs undergraduate technology assistants with faculty to create and deploy Web resources for undergraduate education. We piloted the program in the 2000/01 and 2001/02 academic years, first in the Natural Sciences and Mathematics division and then in all the divisions. Over a three-year period, the WebTech Program will train 90 undergraduates in a variety of Web development techniques. The WebTechs will then work collaboratively with faculty in their major to develop course Web resources, resulting in new or enhanced Web presence for more than 200 Wesleyan courses across the curriculum.

**Instructional learning modules** – We are implementing a process to assist faculty in the development of flexible learning modules for undergraduate instruction and to share both the modules and other collections of instructional materials developed at other schools through a Web-based repository. Our goal is to explore this model of collaborative intercollegiate instructional design and development as an alternative to the existing model where most development is done in isolation on individual college campuses.

**Research Support** – Faculty are supported in their research-related computing needs by ITS desktop support staff, and faculty often use institutionally purchased software for their research. Through a new program in 2001/02, ITS will train and support a UNIX software team consisting of students, many with computer science backgrounds. The UNIX team will support many computationally intensive research projects and will perform routine operating system upgrades and apply security patches as required.

**Classroom renovations** – We are in the fourth year of a six-year project of renovate and infuse more than 80 classrooms with modern technology. The Classroom Improvement Program simultaneously addresses three goals: to improve classroom ambiance, to make technology available in all classrooms, and to work with departments to improve the efficiency of class scheduling. At the end of this project, 65 percent of all of our classrooms will have permanent multimedia capability.

**Administrative systems** – The ongoing replacement and enhancement of our core administrative systems will allow a more efficient distribution of University information to the appropriate user, whether a faculty member, student, administrator or alumnus/a. The new technology is flexible and adaptable to a variety of innovative applications that can be served over the Web, whether undergraduates registering for courses, faculty looking up individualized course information, or class agents checking on the progress of contributions to the Wesleyan Annual Fund.





## **STANDARD EIGHT PHYSICAL RESOURCES**

### **Physical Setting**

The Wesleyan campus consists of 280 acres and includes about 110 academic buildings with about 2.7 million square feet of space. The central campus is bordered by High Street on the east, Church Street on the south, Washington Street (Connecticut Route 66) on the north and Vine Street on the west. Some academic facilities and a number of student residences, including 260 single-family homes used as student and faculty housing, extend two to three blocks in all directions from this central core. Wesleyan is a residential college and provides housing for all of its students, although 100 students are allowed by lottery to live in non-Wesleyan housing.

The original college was founded in North and South College, buildings constructed by the city of Middletown in 1827 to attract an academy. North College burned in 1906 and was rebuilt to its original likeness, leaving South College as the one remaining original building. College Row was largely completed by the end of the 19<sup>th</sup> century, and for the first part of the 20<sup>th</sup> century, campus life centered along High Street. Since the 1960s the campus has expanded with the construction of the Center for the Arts to the north, the Exley Science Center complex and Butterfield residence halls to the south, the construction of High Rise and Low Rise residence halls down the hill toward Main Street and to the west, the residence halls on Foss Hill and the Freeman Athletic Center on Cross Street. This expanded campus does create some fragmentation in our campus community, and a key element to the new facilities plan is to strengthen the vitality of the center of campus that today surrounds Andrus Field. The plan imagines a new university center in the old athletic buildings adjacent to the field, as well as modern activity space in a refurbished '92 Theater and Memorial Chapel on College Row.

### **Facilities Management**

#### **Organization**

Daily management of facilities is the responsibility of Wesleyan physical plant under the supervision of the director of facilities operations who reports to the vice president for finance and administration. Facilities operations has two units, academic and administrative facilities and student life facilities. The director of facilities operations is also responsible for the management of rental properties that provides 200 houses and apartments for faculty, staff and graduate students on campus.

In addition, the director supervises the subcontractors for services such as landscaping and custodial services. In 1993 Wesleyan contracted with an outside landscaping firm to improve the level of maintenance of the campus. The poor condition of our grounds and the inability of our in-house staff to adequately manage the property were areas of concern noted in the last accreditation report. Likewise, in 1995 Wesleyan began to outsource its custodial services to increase the level of service in its buildings. We have noted substantial improvement in both areas under the new contractual arrangements.

Within physical plant, the director of construction services, who also reports to the vice president for finance and administration, manages the annual major maintenance cycle and serves as project management for all renovation and construction projects.

### **Major Maintenance**

The annual budget for physical plant is about \$15 million, approximately 12 percent of the overall operating budget. Within this budget, the University allocated \$8.1 million for major maintenance expenses in 2001/02 including a reserve of \$900,000 for maintenance of wood-frame houses.

The major maintenance fund has grown substantially over the past decade and has had a positive impact on deferred maintenance. The process of identification of specific projects and the establishment of priorities has been improved through consultation with the deans in academic affairs and student services. Projects not funded one year remain on the list and compete for funding in subsequent annual rounds. Through this process, all projects that qualify for major maintenance are completed in two or three years. While much of the major maintenance work is, by necessity, accomplished in the summer, more work is being done during the academic year. This schedule allows for more competitive pricing from contractors when they are not as busy and allows our project management staff more time to oversee the work.

We are concerned that the maintenance reserve for student houses is insufficient to maintain the quality of this housing. Wesleyan is conducting an audit of all of its woodframe houses that are used to house students, mostly seniors, and some faculty and staff. The audit will clearly define the costs associated with maintaining this style of housing and will help in planning for future student housing.

## **Major Projects**

Projects completed over the past 10 years include the construction of the Stewart M. Reid Admission Center that opened in 1997 and subsequent renovation of North College to consolidate student services on the first two levels of the building. Fisk Hall was remodeled to create new office space for the Russian Department and the Office of International Studies as well as to create new classrooms. A historic home on High Street, the original president's house, was renovated to be the home for the Center for the Americas. Other renovations include extensive work in Judd Hall for the Psychology Department and in Van Vleck Observatory for the Astronomy Department. Numerous projects, valued in aggregate at about \$80 million, are currently under way as part of the first phase of the implementation of a master facilities plan outlined below.

### **Facilities Planning**

Since the last accreditation visit, Wesleyan has embarked on a systematic analysis of all aspects of its physical plant to develop a comprehensive facilities plan.

#### **Campus Master Plan**

A campus master planning effort began in February 1997 when Wesleyan retained Philip Parsons, then director of planning for the Faculty of Arts and Sciences at Harvard University, to help the University link the recently completed academic plan to a coherent plan for the physical development of the campus.

Parsons noted that while Wesleyan had, overall, a physical plant that was larger than most of its peer group, the space was not always used as effectively as possible. Also, incremental changes, for example, the decision to use private residences to house students, resulted in a housing program with a high maintenance overhead.

His report in spring 1997 suggested several general planning principles to guide future development:

- The campus should have a focal point, specifically the region surrounding Andrus Field, that had become the geographic center of campus following the outward expansion of the campus during the 1960s and 1970s.
- Existing buildings should be used as well as possible, and activity should be concentrated, for example, the athletics facilities. Also, Wesleyan can solve many of its programmatic needs through adaptive reuse of existing buildings.

- All changes should reinforce the visual logic and appeal of the campus as a whole, with a renewed emphasis on landscaping, pedestrian circulation, parking and visual corridors.
- The campus should have a clear identity. In the absence of clear delineation of the campus boundaries, attention should be given to the streetscapes and approaches to campus.
- Where possible, changes should simplify administrative and operational burdens.

Parsons' initial report suggested specific facility needs across the campus. In academic year 1997/98, six committees composed of faculty, students, and staff were convened to explore all aspects of the master plan, to develop more detail on specific projects and to make certain that all of the major needs were captured by the planning process. Committees were as follows: Center of Campus Committee, the Humanities and Social Sciences Committee, the Natural Sciences and Mathematics Committee, the Arts Committee, the Residential Life Committee and the Classroom Committee. Committees consulted with architects and engineers as appropriate to develop a clear needs analysis as well as a preliminary conceptual design that could inform cost estimates. A coordinating committee with representation from each planning group summarized the results of this planning process in a memorandum to the Board in May 1998 entitled "Facilities Master Planning Process Recommendations" (see the Appendices). Additional planning for the sciences and the humanities continued into the following academic year.

The outgrowth of the facilities master planning process was a series of recommendations that were then tied to the specific goals of *Strategy for Wesleyan* that, in turn, informed the fund-raising priorities of the Wesleyan Campaign. Approximately \$55 million of the \$250 comprehensive fund-raising drive are earmarked for facilities.

### **Long Lane School**

A major factor in facilities planning has been the addition of 160 acres of land, the former Connecticut Department of Children and Families Long Lane School, on the southern border of the campus adjacent to the Freeman Athletic Center. The acquisition of this parcel in 2000 more than doubled the size of the campus from 120 acres to 280 acres and gives the University flexibility for the future development of its campus.

## **Accessibility**

In 1997, Wesleyan contracted with Chris Palames of Independent Living Resources to evaluate our buildings and campus for accessibility for people with disabilities. His study outlined areas where we needed to comply with modern codes and made recommendations on how to begin to solve these problems. We have made substantial progress in improving accessibility, both in travel paths around the campus as well as into and within our buildings. A campus committee meets annually to monitor the progress of compliance.

All new projects are designed to ensure complete accessibility. A good example is Clark Hall, our oldest residence hall that is being renovated this year. The building will have an elevator that will make each floor wheel-chair accessible, and every room in the building and each of lavatories will have the necessary design and fixtures to be completely accessible for people with disabilities. In addition, the approaches to the building are being rebuilt to ensure that the travel paths to the building meet modern codes for width and slope.

In 2001 we were audited by the Americans with Disabilities Act Coalition of Connecticut, Inc., an organization that evaluates the accessibility of performing arts spaces. Because of the success of this audit, a number of Wesleyan's arts venues will be included in the New England Arts Expressed Directory produced by Very Special Arts, Massachusetts.

## **Environmental Audit**

In 2001 Wesleyan underwent a voluntary environmental audit working in cooperation with the U.S. EPA. Wesleyan was the first school in New England to enter into the new self-disclosure program for colleges and universities. The audit required that we examine all of our practices with regard to listed materials, make certain that we had all of the necessary environmental permits, had the appropriate record keeping, personnel training protocol and safety regulations and practices. As a result of the audit, identified deficiencies were addressed and a final report was submitted to the EPA in January 2002. At the invitation of the EPA region I staff, we participated in a seminar to describe our positive experience with this program to the other schools in the region.

## **Conclusion and Next Steps**

Wesleyan has an effective major maintenance program and has completed a comprehensive facilities planning effort. We are now in the implementation stage of the facilities program, and while priorities could change, we currently expect the following projects will be completed in the next 10 years:

### **Center of Campus**

The center-of-campus initiative, now underway, is designed to revitalize the heart of our campus. This initiative includes the renovation of Memorial Chapel and '92 Theater on College Row; the consolidation of athletics through the construction of a new basketball/volleyball/squash facility at the Freeman Athletic Center; the renovation of Clark Hall; and the development of a new university center in the old athletic buildings adjacent to Andrus Field. A major element will be the removal of the parking lot behind North College and landscaping to create a more appealing walkway on the Andrus Field side of College Row, one of the most important pedestrian arteries on campus. The final step in this project is the conversion of the Davenport Campus Center to a classroom and academic office building to support the social sciences. This comprehensive project is under way and is scheduled for completion in 2008 with the opening of the new Davenport classroom building.

### **Sciences**

Science projects include renovations to the mechanical systems in Hall-Atwater labs to extend their effective life for 10 years and renovations to science laboratories throughout the science complex. A new science building is planned to replace Hall-Atwater. Planning for this building began in 2001/02, recognizing the long lead time necessary to design this complex building, scheduled for completion by 2009. The potential adaptive reuse of Shanklin Laboratory will be considered in this planning process.

### **Humanities Village**

Humanities projects include renovation of Fisk Hall and additional buildings on High and Court streets that house faculty to create a humanities village. This project began with renovations to Fisk Hall in 2001 and will be completed by 2008. A second project is the construction of a 30,000 square-foot teaching museum to house Wesleyan's print and material arts collections and to provide additional classroom space in the humanities. Space created by moving the print collection out of the Davison Art Center will be used to make additional office space for faculty in the humanities.

### **Arts Projects**

Arts projects include renovation of the '92 Theater and Memorial Chapel. In addition to preserving the exteriors of these buildings, each building will have modern mechanical systems and meet all safety and access codes. The chapel, in addition to its main purpose as assembly and worship space for the entire community, will also include a new organ that will benefit the music program. Also, the increased seating capacity to about 620 people will make the chapel the

largest venue on campus. New space is being constructed for Film Studies including new office space, production rooms and a large screening room scheduled to be completed by Fall 2004. Currently in progress is the complete reconstruction of the 247 Pine Street dance studio to be completed by Fall 2002. The university center planning is also considering how the needs for additional rehearsal space for dance, music and theater might be met.

### **Classroom Renovations**

More than 80 teaching spaces are being renovated to ensure that they have the necessary level of information technology as well as the appropriate ambiance for teaching. The project addresses all of the traditional teaching spaces that are either registrar-scheduled or shared departmental instructional space. This project is in its fourth year with a total of 64 classrooms renovated by Fall 2002.

A remaining challenge is to expand the program to include the more nontraditional teaching spaces in the arts and sciences. To a limited degree, renovation of laboratory spaces and art studios has been carried out by major maintenance funding, but a more systematic, ongoing renovation program is needed.

### **Long Lane**

Wesleyan retained Sasaki Associates to provide a preliminary land-use analysis of the Long Lane School property and is in the process of carrying out an extensive environmental analysis of the property. Initial plans are to treat most of the parcel as open space once demolition of the buildings and renovation of environmental problems are completed. Some of the land near the Freeman Athletic Center may be used to expand our athletic fields.

### **Backfill**

One important aspect of the facilities project is to make certain that space made available by the relocation of specific activities is factored into the long-range planning and is properly utilized. For example, relocation of the Career Planning Center and the WSA offices into the new university center will create useable space in the Butterfield residence halls and make available a small building on High Street. Our planning process attempts to identify these spaces and their most efficient future use.

## **Schedule and Financing**

Timing and execution of the projects are, in part, related to the staging of the adaptive reuse of many buildings, the staff resources in construction services to properly manage the work and the ability to raise the funds necessary for the projects.

Financing of the facilities projects will come from restricted gifts, major maintenance funds, and tax-exempt bond financing through the Connecticut Health and Educational Facilities Authority (CHEFA). Repayment of the bonds is from the Campus Renewal Fund, a fund established within the Wesleyan endowment. Projects currently under way total about \$80 million, excluding the purchase and environmental remediation of Long Lane. Two additional \$50 million bond issues in 2003 and 2005 are planned to support the second phase of the facilities plan that will include the new addition to the Freeman Athletic Center and the construction of the university center. The third phase of the facilities plan will require a combination of additional fund-raising and bond financing. Details on the timing of each project are shown in the Appendices.



## **STANDARD NINE FINANCIAL RESOURCES**

Wesleyan is committed to providing a quality education within a fiscally sound framework. The University community has shown the ability to undertake financial planning to accomplish programmatic priorities within a balanced budget. This discipline will be maintained going forward, matched by a long-term goal of fund-raising and investment performance to provide sufficient resources to meet institutional goals.

While Wesleyan has achieved balanced budgets over the past 11 years, it is constrained by an endowment that is smaller in both absolute and per capita terms than those of its peer institutions. To harmonize its ambitions with its resources, Wesleyan has instituted significant structural and procedural changes in endowment and budget management that have already yielded positive returns.

### **Assets and Revenue Sources**

#### **Total Assets**

As of June 30, 2001, the date of the most recently audited financial statements, Wesleyan had \$797 million in total assets, comprised of \$132 million of liabilities and \$665 million in unrestricted, temporarily restricted and permanently restricted fund balances. The major component of these assets is the Wesleyan endowment, which had a market value of \$521 at the close of the fiscal year. Of this, \$456 million, or approximately 70 percent of the endowment, were unrestricted, permitting significant flexibility in identifying and implementing institutional priorities. The endowment provides approximately 20 percent of the support for educational and general (E&G) operations, ensuring that Wesleyan is not overly dependent upon tuition. Private gifts and grants provided another 12.3 percent of revenues for E&G operations in fiscal 2001.

#### **The Endowment**

The trustees have continued their efforts to manage aggressively and grow the endowment through structural and procedural changes, specifically, the creation of a Portfolio Subcommittee, consisting of alumni/ae who are investment professionals and charged with the task of overseeing investments out of endowment funds; and the creation of a new administrative position, director of investments, who works with and provides relevant asset market analysis to the subcommittee.

Professional staff now support the activities of the Portfolio Subcommittee, overseeing investment managers and private investment funds, reporting

regularly to the trustees, analyzing relevant market information and bringing current information to the subcommittee to enable informed decisionmaking.

These efforts have paid off; since the last accreditation review, the endowment has grown 91.5 percent. Endowment returns were above the average for similarly sized university endowments. Diversification strategies adopted during the last few years allowed the endowment to weather the recent market fluctuations with returns well above relevant market indices. While Wesleyan's endowment is significantly less than most of our competitors, it placed among the top 15 percent of the 610 college and university endowments ranked in the most recent annual NACUBO survey in terms of average return on endowment investments.

### **The Wesleyan Campaign**

The success of the ongoing capital campaign has contributed substantially to the University's balance sheet. At the end of 2002, \$187 million, or 75 percent of the campaign goal, were committed to the campaign and \$116 million of these commitments had been paid. During 2001/02, 49 percent of alumni/ae made contributions to the University. Contributions were made by 66 percent of the solicitable base of alumni/ae over the last three years and 74 percent over the last five years. Overall, from 1995/96 to 2001/02, total annual giving grew from \$10.5 million to \$27 million.

Fund-raising efforts remain critical to Wesleyan achieving its strategic objectives. The momentum established in the first years of The Wesleyan Campaign must continue through the end, and beyond. Not only is it important to receive commitments for gifts, but commitments must be paid in a timely manner to support operating and capital needs. To date in this campaign, contributors have paid their pledges promptly, even during the second half of 2001 when the events of September 11<sup>th</sup> negatively affected the fund-raising efforts of many charitable organizations.

The continued vitality of the University will depend on its ability to maintain a significantly higher level of giving after the campaign has concluded. One important goal of the current campaign is to raise Wesleyan's visibility among alumni/ae, friends and other potential donors, so that a high level of support will continue after the formal campaign. To ensure continued success, long-term plans include maintaining a well-staffed, professional fund-raising organization throughout the foreseeable future.

## **Liabilities**

### **Debt Management**

In June 2001 the University issued \$93 million in tax-exempt debt through the Connecticut Health and Educational Facilities Authority (CHEFA), its first debt

issuance in 13 years. Of this total, \$32 million were used to refinance a previous CHEFA debt issue and \$16 million were used to refinance a bank loan for the purchase of the Long Lane property. The remaining \$45 million will fund various facilities renovations and new construction. The bonds were issued at a 35-year variable rate with the interest rate reset every 35 days. On November 29, 2001, after realizing an average interest rate of 2.42 percent since issuance, the University took advantage of a swap provision to lock in a 5.04 percent interest rate for the remainder of the 35 years.

The capital markets received this debt issuance favorably, granting Aa2/AA+ credit ratings, respectively, from Moody's and Standard & Poor's. Further analysis and review of relevant ratios indicates that the University has considerable additional debt capacity. As a result, Wesleyan should be able to fund the majority of its facilities masterplan with bond proceeds without compromising its favorable credit rating.

Additional debt carried on the University's books as of June 30, 2001, included \$5.4 million of bonds issued through CHEFA in 1972 and \$14.9 million in various bank loans.

## **Resource Management**

### **Financial Planning**

Planning, managing and reporting the University's financial resources is an ongoing process that includes participation by all segments of the University community. This process is depicted by a financial planning cycle diagram (see Appendices). A critical tool, and the starting point of the planning cycle, is the long-range financial projection (LRP), a 10-year forecast that takes into account institutional goals and strategic objectives as well as anticipated environmental opportunities and challenges. The forecast, updated annually with input from trustees, officers, key staff and faculty, informs the annual budget process, an exercise that begins in September and culminates with review and approval by the trustees at their annual meeting in May. A recent change in the budget schedule, moving the submission date to trustees from February to May, allows greater participation by members of the University community and inclusion of the most up-to-date information available, while still providing the trustees with enough time to review and approve the budget.

Careful monitoring of the budget throughout the year has resulted in 11 consecutive years of balanced operating budgets as well as additions to reserve funds designated to manage uncontrollable fluctuations in insurance, need-based financial aid and energy costs. Department managers receive monthly reports and can also review daily fiscal activity through on-line access to the accounting system. Recently these monthly reports were switched from paper to electronic distribution to save on paper costs and staff time. Senior staff members also

receive monthly summary reports on budget activity in their respective areas of responsibility. University officers and trustees review annual budget progress on a quarterly basis.

In addition to the operating budget, Wesleyan includes in its long-range planning provisions for capital renewal and a long-range facilities plan. The annual major maintenance budget, equal to approximately two percent of plant replacement value, is distributed through a rigorous review process involving key physical plant and construction management staff and input from various segments of the community, including academic affairs and residential life staff.

The comprehensive facilities master plan, funded through a combination of gifts and tax-exempt debt, was developed as part of the strategic planning process that involved much of the campus community. Overseeing implementation of the plan is a Facilities Master Plan Executive Committee comprised of senior staff, academic deans and construction management staff. The trustees' Facilities Working Group provides oversight from the Board perspective. A professional management staff oversees implementation of facility construction projects.

### **Maintaining Fiscal Equilibrium**

Wesleyan's commitment to planning for the long term has enabled the University to address the fiscal problems identified during the last accreditation review. With a coherent vision articulated in *Strategy for Wesleyan*, the University is in a better position to allocate its financial resources according to clearly specified strategic objectives. This does not mean that Wesleyan is without fiscal challenges. Initial long-range forecasts show potentially unbalanced budgets in future years, even if campaign fund-raising goals are met. The University will address these challenges through reassessment of budget priorities, adoption of best business practices using available new technologies, re-allocation of resources to the highest priorities and a more thorough exploration of potential revenue sources.

To illustrate an example of the type of assessment that will support continued financial equilibrium, by the end of fiscal 2003, the Office of Financial Planning will have completed a zero-base budget review for all University operations. This exercise ensures all budgeted expenditures are used annually and that they support activities related to strategic objectives. It also ensures all expenditure obligations are included in the base budget, an element critical to responsible fiscal management. During the annual budget process, senior management is asked to reallocate resources for new initiatives before requesting additional funding.

## **Human Resource Management**

Recognizing the importance of our staff, Wesleyan has begun a concentrated effort to engage nonacademic personnel in work efforts that support institutional goals and objectives. The first part of this effort is to align individual goals with institutional goals and evaluate staff based upon achievement of those goals. A new compensation system for administrative staff is being developed by a staff task force, one that will link recognition and rewards to positive evaluations and goal accomplishment.

## **Facilities**

Facility construction and maintenance occupy a central place in Wesleyan's strategic planning. Prior to the acquisition of Long Lane, the University's physical plant grew very little over the prior 20 years. Implementing the construction plans for the coming decade is crucial to providing the level of educational quality described in our planning documents. Because of successful fund-raising, a strong credit rating and creative approaches to financing, the facilities plan is attainable in its entirety. The key to successful implementation of this plan is unrestricted fund-raising in support of facilities. Unrestricted gifts allow the University to leverage its financial resources to support the optimal mix of capital renewal and capital growth.

## **Conclusion and Next Steps**

Wesleyan has a coherent strategic vision to complement its longstanding tradition of academic excellence. For most of its history, however, the University's efforts to implement its institutional vision have been hampered by inadequate financial resources. Recent efforts to improve portfolio performance, increase fund-raising significantly, and achieve balanced budgets have allowed us to maintain our competitive position and raise the possibility of improving on that position in the future.

## **Revenue Challenges**

Wesleyan operates with a number of significant financial constraints; for example, our student enrollment levels are fixed, we have little room for flexibility in the tuition we charge, and our financial aid costs continue to grow as we commit to reducing the loan burden of our students. Continued growth of the endowment and strategic use of endowment assets along with ongoing aggressive fund-raising must provide the resources necessary to fund high-priority initiatives.

## **Managing Expenditures**

On the other side of the equation, we must continue to identify and adopt the most efficient and cost-effective business practices in support of the academic mission. Linking staff compensation rewards and recognition to institutional goals will aid this effort, as will employing new technologies. The University recently implemented a state-of-the-art student information system, one incorporating best practices for recruiting, admitting, enrolling, registering and managing students. The next areas for system development are in human resources and financial planning, management and reporting. Teams have already begun developing best practice guidelines to help inform the system selection and development process.

## **Assessing Auxiliary Operations**

We are also examining our auxiliary enterprises, an area of the University that in the past has received little attention. Auxiliaries play an important role in student satisfaction. They are also business enterprises that must provide sufficient revenue to cover direct and indirect costs as well as resources to maintain the highest quality of facilities. To this end, we have reallocated a position to establish a manager of auxiliary services. Among other tasks, this new staff member will assess the revenue and cost structure for Residential Life and Food Services. Revenues will be adjusted as required to meet ongoing operating and capital costs.

We are giving special attention to the wood-frame houses that serve as residences for seniors. All houses owned by the University are undergoing a quality and safety assessment by an outside contractor to determine maintenance and upgrade needs. It is likely that over the next five years, some portion of these houses will be replaced by new, independent living facilities that can be more easily maintained and are better suited to student housing and programming needs.

Food service, an area that continues to receive low marks from students, is being assessed with the help of a student committee. The goals are to develop a set of quick fixes that can be accomplished immediately, medium-term adjustments that will improve the quality of the dining program over the next few years, and long-term principles that can be incorporated into plans for the dining and food service operations in the new university center that is in the planning stage.

## **STANDARD TEN PUBLIC DISCLOSURE**

Wesleyan is a leading liberal arts university with a long record of academic achievement and a commitment to innovation in curriculum and teaching. The primary objective of our communications program is to convey the continuing achievements of the Wesleyan community to advance the school's academic reputation nationally and to do so in a manner that comports with the highest standards of accuracy and integrity.

### **Communications Goals**

More specifically, our goals have been:

- To articulate a set of messages that capture the University's defining strengths, to define a set of supporting themes, and to develop a plan for putting them across
- To improve the quantity and quality of information constituents receive from Wesleyan by increasing the penetration and impact of Wesleyan print and on-line publications
- To raise Wesleyan's public visibility by increasing publication of high-quality news and feature stories for dissemination via our own and outside media

### **Progress in Communications**

As part of our comprehensive strategic planning process begun six years ago, Wesleyan analyzed extensively how our academic programs and culture can best compete in the academic marketplace. We have involved all segments of the campus community and off-campus constituencies in ongoing conversations that have helped refine a set of themes that can describe and differentiate Wesleyan effectively in our communications. These themes help frame the editorial and design decisions we make for each Wesleyan publication, in print and on-line. They guide us as we decide which stories to tell and how to frame them for our various constituencies, including off-campus media.

#### **Print Publications**

Our first responsibility has been to review and update the published materials that describe Wesleyan's programs and offerings. In this effort, we have worked closely with and have been guided by colleagues in the University's Office of Academic Affairs, the Registrar, and the Office of Admissions.

Wesleyan has a good, thorough, and accurate catalog that describes the curriculum, major courses of study, cocurricular opportunities, academic regulations and course offerings. The catalog includes a full roster of current faculty, including departmental affiliation, title, degrees held and institutions granting them. Over the course of the past year, we have updated the catalog to reflect more fully the purpose and scope of our Program in Curricular Renewal efforts. We also have arranged to publish the catalog every year instead of every two years.

Wesleyan publishes exhaustive course listings on-line. It has developed a powerful on-line tool called the electronic portfolio that enables students and their faculty advisers to plan individualized courses of study utilizing the on-line database. Because the on-line course listings are the most current and complete listings, and because students and faculty increasingly use the electronic portfolio to search out courses and plan courses of study, we have replaced the semesterly course book with a briefer course supplement.

Wesleyan publishes an annual directory of faculty and staff. Our annual student handbook describes academic regulations, academic resources, administrative offices, student life resources, student activities and governance, regulations concerning student conduct, and other University policies. Most of this information is also available on-line.

We are in the process of revising Wesleyan's admissions material, with particular attention to the academic program. We are describing the curriculum in detail, as well as highlighting opportunities for students to undertake in-depth research projects across the disciplines. We also are honing the effectiveness of the admissions materials for marketing, using research conducted nationally last year with focus groups of high-achieving prospective students and their parents.

We have reviewed the content and format of the University's magazine. As a result, we now generate more stories that describe innovative teaching, research and scholarship. We are covering the University's fund-raising campaign on an ongoing basis and are making a special effort to feature programmatic areas in need of support.

Because the University's administration does not publish a newspaper, it has been particularly important to develop a healthy and productive relationship with the *Argus*, Wesleyan's twice-weekly, student-run newspaper. We have made a concerted effort to enable better reporting by providing routine access to University leadership and by offering informal advice about which stories are most newsworthy and how best to approach them. The *Argus* is stronger today than it has been in at least the past several years. Not only is its coverage of routine campus news better balanced and nuanced, but the newspaper more routinely features stories about faculty and student academic accomplishments.



## **Electronic Publications**

A major initiative of the past several months has been an editorial reorganization and redesign of Wesleyan's Web site that makes information about Wesleyan programs and activities more readily accessible to our diverse constituents. The redesign has improved our ability to reach constituents with current information about the work of faculty and students, since posting and maintaining such information is much easier. We will analyze usage statistics and conduct ongoing usability studies to maintain and improve the site over time.

As we noted above, Wesleyan's entire curriculum is published on-line. The electronic portfolio allows students to search out courses based on their interests, bookmark courses for future semesters, assess how their selections satisfy specific curricular objectives, and build a record of their work. Moreover, faculty use the richness of information available in students' individual portfolios to provide academic advising that is more specific to their needs and interests.

As we clarify many of the rules and procedures governing the conduct of faculty affairs, administrative business, and student behavior, we have a responsibility to provide updated materials to the community. Increasingly, the University's Web site has become the medium of choice for publishing documents describing rules and procedures, and we expect to take advantage of the potential of the medium for greater currency of information.

## **Media Relations**

Our willingness to be forthright helps greatly in relations with outside journalists. Wesleyan's media relations effort has long been considered strong in this regard. We are now availing ourselves of journalists' good will in a more concerted way, as we have strengthened our own capacity to report and promote newsworthy stories about teaching and research. We are more systematically combing the academic departments in search of newsworthy teaching and research stories, as well as faculty who can serve as experts on stories in the public media. As important, we are more proactively and persistently cultivating key media contacts locally, regionally, and nationally. The result has been a vast increase in the number of national news media stories that feature the work of Wesleyan faculty, as well as of expert commentary by our faculty on stories current in the national media. Our analyses of Wesleyan's placements in the national media have demonstrated that our achievements in this area far outpace those of the nationally prominent liberal arts colleges with which we compete for students and faculty.

## Conclusion and Next Steps

Our objective continues to be to support Wesleyan's ongoing efforts to strengthen the quality of its academic programs. By providing thorough and accurate information about Wesleyan's academic mission and by raising its visibility with target constituencies, we can help the University both attract the best qualified faculty and students and aid in the fund-raising necessary to achieve our programmatic goals.

Looking forward, our greatest single challenge is to maintain the quality of Wesleyan's outreach in an age of proliferating media and scarce resources. Our greatest advantage is the increasing willingness of our faculty to engage in various forms of public discourse.

## **STANDARD ELEVEN INTEGRITY**

### **Operating Authority**

The University operates under a charter granted by the state of Connecticut and the By-Laws of the University as last amended at the annual meeting of the Board of Trustees in May 2002. At the public annual meeting, the University conducts its business including the election of trustees, officers of the Board, appointment of senior administrators, faculty promotion to tenure, the approval of its budget and other expenditures, and the conferral of all degrees as required by the by-laws. Faculty and students participate in University governance through their own governance structures as stipulated in their by-laws and as required through the By-Laws of the University.

### **Standards of Conduct**

Wesleyan is committed to the principle of academic freedom and the free and open exchange of ideas. It strives, throughout, to be ethical in its operation to ensure the highest quality environment within our community for teaching, learning and scholarship.

The University has clear standards for the ethical behavior of all of its members and is clear about the responsibility of each member of the community to the larger Wesleyan community. These standards are published on the University Web site and in publications that are distributed to the different campus constituents. For example, the Faculty Handbook is a guide to University governance, standards of conduct, faculty governance, Academic Council and its committees, policies of the Office of Academic Affairs and faculty benefits. Students receive a Student Handbook that addresses, among other items, academic regulations, academic and campus life resources, student activities and governance, student conduct, and University policies. Staff and administrators also receive a handbook that contains University policies and standards.

The University periodically reviews its policies. For example, a task force is currently investigating the effectiveness of the University's Honor Code and Code of Non-Academic Conduct.

Our policies set forth clearly the expectation that all members of the Wesleyan community respect the rights and privileges of all other members of the community. Our documents also include the procedures for adjudicating disputes, both academic and nonacademic, among members of the community.

Our Standards of Conduct expressly prohibit "discrimination against any person on the basis of race, color, religion, sex, sexual orientation, age, disability, or national or ethnic origin in any activity administered by the University." The

Office of Affirmative Action is responsible for oversight of our nondiscrimination policy as well as helping the community develop policies and practices to help create an open and civil society on campus.

The University conforms to all state and federal statutes as they pertain to the privacy rights of the members of the community.

### **Conclusion and Next Steps**

Wesleyan operates in an open and ethical manner. It will continue to operate in conformance with the charter and by-laws of the institution. It will periodically evaluate its internal policies and procedures that protect the rights of all of the members of its community.