

Standard 1: Mission and Purpose

Over the past 12 years, Wesleyan has embraced a strategic planning model that engages faculty, students, staff and trustees in an ongoing process of planning, implementation and assessment that addresses all aspects of the life of the University.

The first outcome of this process was a vision for liberal education. In 1996, Wesleyan embarked on a self-examination of our curriculum and the meaning and value of liberal education in the 21st century. *Wesleyan Education for the 21st Century* (1997) clearly stated our mission and purpose, and an excerpt opens the discussion of curriculum in the *Wesleyan University Catalog*:

Liberal education, with its breadth and intellectual discipline, offers students the best preparation for a world of change and plurality. ... 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.

Wesleyan Education for the 21st Century defined essential capabilities that a Wesleyan graduate will need to master. This work has since been augmented and refined by the faculty. The capabilities are enumerated in the current *Catalog* and are listed here in the discussion of Standard 4: Academics.

Wesleyan faculty are continuing to refine and implement the vision for liberal education initially described in *Wesleyan Education for the 21st Century*. They are developing criteria for use in helping students identify courses that address one or more of the essential capabilities, as well as in setting learning goals and evaluating the outcomes for particular courses.

The Office of Academic Affairs is partnering with faculty across the sciences to develop a strategic plan that addresses the needs to recruit more science students to Wesleyan, to increase the proportion of Wesleyan students majoring in the sciences, and to promote interdisciplinary study by non-science students. Our science faculty have been working to strengthen introductory courses, as well as to develop courses that bridge the sciences with subjects in the humanities, as part of this initiative to promote science study. The strategic plan also highlights the need to continue strengthening Wesleyan's graduate programs in the sciences, which strongly support faculty research productivity, graduate and undergraduate learning, and the intellectual richness of Wesleyan's academic environment. Thus, having defined its own unique requisites for undergraduate education, Wesleyan has an opportunity to better define its ambitions for graduate education, as well.

Wesleyan's academic planning has provided the core for ongoing institutional planning. 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. Faculty, students, staff and trustees participated in the planning. This document served as the basis upon which the institution identified its priorities, planned its future and evaluated its endeavors. In 2005, the Board adopted *Engaged with the World* (2005), which updated Wesleyan's institutional strategy, delineating institutional priorities for the next five years..

More detail about the current plan and its implementation is covered in the discussion of Standard 2: Planning and Evaluation.

Standard 2: Planning and Evaluation

In 2003 the university launched a strategic planning effort aimed at building on the successes of the previous plan, *Strategy for Wesleyan*. Faculty, students, trustees, administrators and members of the community collaborated on the development of this new plan, *Engaged with the World: A Strategic Plan for Wesleyan University, 2005-2010*.

This comprehensive plan establishes a framework for advancing the university's academic excellence, campus community, external relations, external and internal communications, facilities, finance, and fundraising. It links our institutional goals to the financial planning process by prioritizing programmatic initiatives and incorporating the costs of these initiatives into our long-term budgeting process.

Departments and employees set goals that are linked to the institution's strategic goals. This practice helps ensure that employees view their efforts in this larger context and that administrative energies are focused on institutional priorities. This understanding fosters teamwork and community building.

In addition to the financial planning designed to meet institutional priorities identified in *Engaged with the World*, we have undertaken additional long-term financial planning to strengthen our endowment. Limited budget growth has been built into our financial planning for a five-year period, with the aim of reducing our annual draw on endowment. Our endowment draw has been reduced from 7.4 percent in FY2005/06 to 6.4 percent in FY2006/07 and will be reduced to between 4.5 percent and 5.5 percent by FY2010/11.

In 1998 Wesleyan completed a conceptual plan for campus renewal. The plan places a premium on adapting and reusing existing spaces. More detailed planning work, followed by renovations, proceeded on individual projects that entailed preservation of historic buildings at the heart of the campus, including the Memorial Chapel, Patricelli '92 Theater, and Clark Hall. In September 2002, the University hired a master planner, Adam Gross of Ayers Saint Gross in Baltimore, to produce a design for integrating the projects described in the conceptual plan. Individual projects are sequenced so that renovations in one place will free space for adaptation in another. We determine the timing of projects and their order in the sequence in part by the success of fundraising.

In addition to setting a strategic direction, Wesleyan must be prepared to respond to events beyond its control. A team of staff members are currently developing a business continuity plan for Wesleyan, which establishes a framework for responding to catastrophic emergencies. Included are improved protocols and mechanisms for crisis communications, interventions to protect life and safety, sustain essential operations, and coordinate response activities with appropriate civil authorities.

Given the collaborative nature of our planning, Wesleyan has achieved a high level of success at implementing the aims of its planning efforts. Among our previous planned initiatives have been the creation of 20 new faculty positions, the containment of student

borrowing levels, and the completion of numerous facilities projects, including the construction of the Center for Film Studies, residence halls and athletic facilities, and the new Susan Lemberg Usdan University Center. Early in the implementation of *Engaged with the World*, the University has already made significant progress with such initiatives as labeling courses according to the essential capabilities, the hiring of a dean for diversity and academic advancement, and an improvement in the distribution of first-year students among academic advisors.

Evaluation

Wesleyan collects a wide variety of data to support its planning efforts and evaluate the success of implementation. Our sources include internal and external data, surveys, and focus groups. Wesleyan regularly participates in exchanges with the Consortium on Financing Higher Education (COFHE), to which we submit such data about the institution as numbers of applications, financial aid and salaries and receive in return detailed reports comparing Wesleyan to its peers. We participate in the National Student Clearinghouse, which allows us to determine where students transfer if they leave Wesleyan before graduating. We have developed our own institutional performance indices against strategic goals, which are reviewed annually by senior administrative staff and the Board of Trustees in order to inform decision-making and to evaluate the progress of the institution. Policies and practices are refined to improve the trends in any given area. As an example, Wesleyan has undertaken a multi-pronged effort to improve student satisfaction with course access, which has included spreading out course schedules, creating online course registration, and improving the processes that assign students to the most sought-after courses.

Wesleyan utilizes survey data and focus groups to evaluate how various constituents (including graduating seniors, alumni, and parents) view the institution. These assessment efforts highlight strengths and weaknesses across all aspects of the university, including academics, student services, and co-curricular activities. Results are reviewed annually by senior administrative staff, as well as by the Board, to inform decision-making and to guide further inquiry. To cite one example of this assessment loop, data from recent senior exit surveys suggested some dissatisfaction with residential life services. Focus groups were then conducted to uncover the sources of student concerns. The Office of Residential Life has begun to implement changes aimed at addressing the issues illuminated in the groups. Future assessment efforts will gauge the effectiveness of the remedies employed.

As we implement refinements to the essential capabilities, we will develop ways to evaluate their effectiveness in building curricular coherence and framing a liberal education. This effort will require ongoing collaboration between the administration and faculty.

Program review is integral to our evaluation efforts. Each year, three academic departments or programs undergo a thorough review that includes a self-study followed by a formal visit from an outside evaluation committee. In the past five years, 13

departments and programs have undergone review. Program review also has been used successfully in such administrative areas as Residential Life and the Office of Behavioral Health for Students.

The planned opening of the Usdan University Center and the preparation of an RFP for dining services afforded the opportunity to review our campus dining program and to benchmark it against other schools'.

Wesleyan encourages students to evaluate their courses and the faculty teaching them. Data is collected for every course using a standard instrument. These data are used in curricular planning, in faculty tenure and promotion decisions, as well as in setting merit increases for faculty.

Standard 3: Organization and Governance

The charter and by-laws of Wesleyan University specifically define the responsibility of the Board of Trustees to establish and maintain a university in the city of Middletown. The by-laws have evolved over time and the Board periodically conducts an audit of the by-laws to ensure that they conform with modern practice while representing the intent of the original charter. The most recent by-law audit was conducted in 2006.

The Wesleyan Board consists of no more than 33 members including the president, the majority of whom must be Wesleyan alumni. Nine members of the Board are selected by direct ballot of the alumni body, with three elected for three-year terms each year. The slate for the alumni ballot is determined by the Alumni Council. Other members are elected by the Board for terms of six years. The Governance Committee of the Board is responsible for nominating individuals for election by the Board at its annual meeting. While there are no term limits, the current expectation is that Board-elected trustees will serve one term, unless there are compelling institutional needs for an individual to continue for a second term. The Governance Committee is responsible for tracking the membership of the Board and identifying new candidates for nomination to ensure that members reflect the diverse needs of the institution. Wesleyan Board members are volunteers and are required to sign a no-conflict of interest resolution each year.

The Board meets three times per year and also gathers for an annual retreat, usually at the start of the academic year. The Board periodically conducts a survey to evaluate its performance. The last self-evaluation was conducted during the 2005/06 academic year. Feedback from the survey is used to enhance the quality of the board meetings and the information exchange with the senior administrative staff.

The Wesleyan Board is responsible for electing the president. The recent search for Wesleyan's 16th president is the most recent example. Beginning in fall 2007, a search committee of Board members, faculty and students was convened by the chair of the Board. The search committee was chaired by a trustee emeritus and charged with presenting to the full Board two or three candidates, any of whom would be qualified to be Wesleyan's next president. After the full Board interviewed the finalists, they voted on March 23, 2007 to elect Michael Roth '78 to become the 16th president. The Board is responsible for negotiating the president's contract, and each year a subcommittee reviews the president's performance and reports to the full Board in executive session.

The president works with the senior staff to provide the necessary administrative support for the academic mission. The senior staff works with the faculty and students through the governance structure established by each group. Senior staff meets with the faculty executive committee several times each year. The faculty executive committee consists of the chair and vice-chair of the faculty, the past chair of the faculty, the chairs of the standing committees of the faculty and the faculty representatives to the Board. The purpose of the meetings is to review key issues and to preview topics that will be discussed at each Board meeting. Most recently, senior staff has attempted to provide more insight and detail about the development of the annual operating budget.

The vice president for academic affairs and provost (VPAA) is the chief academic officer and reports directly to the president. The faculty monitor the academic program through the Education Policy Committee, of which the VPAA is an ex-officio member. Faculty lines are determined by the VPAA in consultation with the academic deans who represent the academic departments and programs.

Faculty conduct searches and recommend candidates for hiring to the VPAA. Tenured faculty in the departments and programs evaluate untenured faculty in the second year of the initial four-year appointment, recommend them for reappointment if appropriate the following year, and evaluate them again in the fifth year. Departments and programs ordinarily evaluate candidates for tenure in their seventh year. Their recommendations, positive or negative, are forwarded to the elected faculty Advisory Committee for review. The Advisory Committee's recommendation is further reviewed for procedural consistency by the Review and Appeals board, which also hears appeals when necessary. The recommendations are then forwarded to the president, who decides whether to recommend tenure to the Board of Trustees. The current process has been in place since 2001. It was reviewed by an elected faculty task force in the spring of 2006, discussed by the faculty in the fall of 2006, and reapproved by a large margin.

Faculty hire the faculty and play a primary role in the evaluation for promotion and tenure through the Advisory Committee and the Review and Appeals Board. Since the 2002 reaccreditation report, the faculty have strengthened the tenure process and redefined the composition of the Advisory Committee. In addition, in March 2005, President Doug Bennet issued a policy statement defining the role of the president in tenure decisions and the high standards required for promotion and tenure at Wesleyan.

Faculty and staff work with student representatives to the Wesleyan Student Assembly (WSA). Students have representation on the Educational Policy Committee, and members of the WSA attend faculty meetings. Students elect their own representatives to the Board of Trustees where they have voting rights on the standing committees, such as the Finance Committee. Members of the WSA are members of several standing committees where they work closely with administrative staff on policy and programming issues. Students serve on many ad hoc committees, such as the committee for the Usdan University Center, the ad hoc committee to select the new food service vendor, and the Presidential Search Committee. Senior staff members are often invited to the weekly meeting of the WSA to discuss topics of interest to the student body.

Wesleyan has developed two strategic plans in the past ten years. The first, *Strategy for Wesleyan*, developed the priorities for the last capital campaign, which successfully raised \$281 million. The most recent, *Engaged with the World*, identifies new priorities for the future: for example, a comprehensive plan for the sciences, new faculty positions where demand in the curriculum is greatest, and enhanced financial aid. The administration attempts to engage the campus community in the development of the priorities within the plans. Throughout the development of each plan, the Board engaged in debating both the merit of ideas presented and the priorities for implementation.

Standard 4: The Academic Program

Wesleyan's academic mission is described in the University Catalog:

Wesleyan is committed to the values of learning in the liberal arts and sciences and to the academic programs through which that commitment is expressed. The University aims to produce broadly educated graduates who, by virtue of their exposure to the myriad intellectual and social resources of the institution, are prepared to pursue productive and meaningful lives.

Wesleyan academic program spans 39 departments and programs and includes 44 majors and graduate degree programs in six fields. Graduate programs are offered in ten disciplines. Oversight of the academic program is a shared responsibility of individual faculty, department chairs, academic deans, the vice president for academic affairs, and the Educational Policy Committee.

Undergraduate Degree Programs and Curricular Coherence

The Wesleyan undergraduate program takes a three-pronged approach:

1. Breadth: General Education. Each student is expected to select courses from across the range of academic disciplines. This General Education component insures that the majority of students will take at least three of the 34 courses needed for graduation in each of the three broad areas of the curriculum: the arts and humanities, the social sciences, and the natural sciences and mathematics. Within these general areas, students are expected to enhance the breadth of their education by selecting courses from more than one discipline.

2. Depth: the Major. Every student must complete a major, requiring in-depth study in one discipline or one interdisciplinary area. A minimum of eight advanced courses are required to complete a major at Wesleyan, but no student may count more than 14 courses in any one department toward graduation. This prohibition insures that students do not overspecialize in a single discipline. In addition, approximately 25 percent of Wesleyan students complete an honors thesis, further advancing their in-depth study of a specific area. New majors developed in recent years include Iberian Studies and a redesign of the Women's Studies major into Feminist, Gender, and Sexuality Studies. New majors are developed by faculty in the relevant discipline(s) and reviewed by the Education Policy Committee. No majors have been discontinued in the past five years.

Major programs are assessed annually through regular planning reports completed by each department and through the more complete reviews of all departments and programs.

3. Skills: Essential Capabilities. The Wesleyan faculty have identified ten essential capabilities that each undergraduate should master through his or her four-year education. These capabilities are described below. Courses that focus on one of these capabilities are

labeled in the course catalog (print and on-line) as a tool to assist students and their advisors in selecting courses that help students master these capabilities.

Since the last reaccreditation, Wesleyan's faculty has continued to assess and refine the Program in Curricular Renewal, a foundational component of *A Wesleyan Education for the 21st Century*, which was adopted by the faculty in 1998. The current strategic plan, *Engaged with the World*, sets a goal to reaffirm and strengthen the essential capabilities—those capabilities that the Wesleyan faculty, through intensive, collaborative discussion, have agreed are essential for our graduates.

The revised list of capabilities includes:

Writing. The ability to write coherently and effectively. This skill implies the ability to reflect on the writing process and to choose a style, tone, and method of argumentation appropriate to the intended audience.

Speaking. The ability to speak clearly and effectively. This skill involves the ability to articulate and advocate for ideas, to listen, to express in words the nature and import of artistic works, and to participate effectively in public forums, choosing the level of discourse appropriate to the occasion.

Interpretation. The ability to understand, evaluate, and contextualize meaningful forms, including written texts, objects, practices, performances, and sites. This includes (but is not limited to) qualitative responses to subjects, whether in language or in a non-verbal artistic or scientific medium.

Quantitative Reasoning. The ability to understand and use numerical ideas and methods to describe and analyze quantifiable properties of the world. Quantitative reasoning involves skills such as making reliable measurements, using statistical reasoning, modeling empirical data, formulating mathematical descriptions and theories, and using mathematical techniques to explain data and predict outcomes.

Logical Reasoning. The ability to make, recognize, and assess logical arguments. This skill involves extracting or extending knowledge on the basis of existing knowledge through deductive inference and inductive reasoning.

Designing, Creating, and Realizing. The ability to design, create, and build. This skill might be demonstrated through scientific experimentation to realize a research endeavor, a theater or dance production, or creation of works such as a painting, a film, or a musical composition.

Ethical Reasoning. The ability to reflect on moral issues in the abstract and in historical narratives within particular traditions. Ethical reasoning is the ability to identify, assess, and develop ethical arguments from a variety of ethical positions.

Intercultural Literacy. The ability to understand diverse cultural formations in relation to their wider historical and social contexts and environments. Intercultural literacy also implies the ability to understand and respect another point of view. Study of a language not one's own, contemporary or classical, is central to this skill. The study of a language embedded in a different cultural context, whether in North America or abroad, may also contribute to this ability.

Information Literacy. The ability to locate, evaluate, and effectively use various sources of information for a specific purpose. Information literacy implies the ability to judge the relevance and reliability of information sources as well as to present a line of investigation in an appropriate format.

Effective Citizenship. The ability to analyze and develop informed opinions on the political and social life of one's local community, one's country, and the global community, and to engage in constructive action if appropriate. As with Intercultural Literacy, study abroad or study in a different cultural context within North America may contribute to a firm grasp of this ability.

During the 2005-06 academic year, task forces were charged with crafting specifications for each of the capabilities. The following year, each academic department reviewed its courses and assigned one or two capability labels to any course that meets these criteria. Students will begin to enroll in the newly-labeled courses in 2007/08.

Graduate Programs

Wesleyan offers the PhD degree in biology, chemistry, mathematics, molecular biology and biochemistry, physics, and ethnomusicology. Programs leading to the master of arts degree are offered in astronomy, computer science, earth and environmental sciences, mathematics, music, physics, and psychology. Admission to the graduate program is limited to a select number of students each year, to insure that each student has the opportunity to pursue research with a Wesleyan faculty member. PhD candidates complete a dissertation, and master's candidates are required to write a thesis. Although graduate students do not regularly serve as the primary instructor for undergraduate courses, graduate students assist in instruction, particularly in laboratory courses. A graduate pedagogy course is offered for graduate students in all disciplines.

Wesleyan's continuing studies division offers a degree a Masters of Liberal Studies degree and a Certificate of Advanced Study. MALS students complete a program of study with a concentration of courses in one area of study. Over the past five years, a concerted effort has been made to ensure that the Graduate Liberal Studies Program is every bit as rigorous as the regular undergraduate and graduate programs. Instructors in the program are, for the most part, tenured and tenure-track faculty of the University. An advisory committee of Wesleyan faculty reviews and approves all courses and faculty selected for inclusion in the graduate liberal studies curriculum.

Integrity in the Award of Academic Credit

Requirements and standards for all Wesleyan degrees are clearly spelled out in the catalog and online. New courses, and substantive changes to existing courses, are reviewed by the academic deans, as delegated by the Educational Policy Committee. Credit for courses taken elsewhere, either by students transferring to Wesleyan or by matriculated students who take courses at another institution, are carefully evaluated to insure that they meet the strict criteria for Wesleyan credit. Credit is not awarded for experiential or non-collegiate learning. As described above, all continuing studies courses, both credit and noncredit, are reviewed by a faculty committee. Similarly, the Office of International Studies, which oversees study abroad programs, works with a faculty advisory committee to insure the integrity of any off-campus program for which students are awarded Wesleyan credit.

Wesleyan's honor system

[http://www.wesleyan.edu/studenthandbook/3_honorsystem.html] includes an honor code through which all students pledge to maintain standards of integrity in the academic enterprise. The honor system is directed by a board of students which is responsible for reviewing cases of alleged misconduct.

Assessment of Student Learning

Wesleyan collects a wide variety of data to support and evaluate its academic planning efforts. Our data sources include internal databases, external data, surveys, and focus groups. In addition to internal data sources, Wesleyan regularly participates in a data exchange with Consortium on Financing Higher Education (COFHE). We also recently joined the National Student Clearinghouse, which allows us to determine where students transfer if they leave Wesleyan before graduating.

Wesleyan regularly conducts a range of survey research projects for evaluation purposes. To understand where Wesleyan stands compared to our peers, we conduct much of our research in conjunction with COFHE, which 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 survey. The institution also participates in COFHE's surveys of enrolled students that are conducted almost every year.

In addition to 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 many in-house surveys written specifically for Wesleyan. 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.

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, a study of student-athlete admissions and academic performance, and an ongoing study of retention and graduation behavior.

Institutional Effectiveness

In addition to the assessment measures described above, Wesleyan evaluates its effectiveness in the academic enterprise through regular, required evaluations of every course. Students complete a standard evaluation of the course, the teaching in the course, and their own effort in it. Students provide quantitative ratings as well as written comments. These evaluations have been conducted for more than 30 years, allowing the University to make comparisons over time. We are in the process of moving to an online data collection method in order to maximize the return of these evaluations (the first round of online evaluations yielded a 90 percent response rate), quick turnaround to faculty, and the ability to access the data in a more flexible way. Teaching evaluation data are used by faculty to assess their own teaching effectiveness, by Wesleyan's tenure and promotion committee when reviewing cases, and in the annual merit-based compensation review.

Wesleyan also conducts reviews of each of its academic departments and programs on a 12 year cycle, with three departments or programs scheduled for review each year. This process was launched in 2001 and, as of 2006, 13 departments had been reviewed, with three more slated for 2006-07. These comprehensive reviews start with a detailed self-study by the department, including a historical look at the curriculum, the deployment of academic resources, changes in the field and in the major, and plans for the coming years. A panel of outside experts in the field is then invited to campus to meet with the department, its faculty and students over a two-day period. The review culminates in a written report from the outside committee for review by the department, deans, and the VPAA.

Standard 5: Faculty

The institution develops a faculty that is suited to the fulfillment of the institution's mission. Faculty qualifications, numbers, and performance are sufficient to accomplish the institution's mission and purposes. Faculty competently offer the institution's academic programs and fulfill those tasks appropriately assigned them.

Structure and Organization of the Faculty

Wesleyan's Faculty Handbook

(http://www.wesleyan.edu/acad/Faculty_Handbook_TOC.html/) defines the faculty as follows:

The faculty shall consist of the professors, associate professors, assistant professors, lecturers, instructors, and the president of the University, together with such others as may be constituted members thereof by vote of the Board.

The majority of Wesleyan faculty are on the tenure-track or have already been tenured. Of the 284 regular faculty, 74 are on the tenure track and 169 are tenured. In addition, there are 41 faculty slots that are occupied by "adjunct" faculty on four or five-year contracts. These are regular faculty positions dedicated primarily to teaching and concentrated in areas such as the arts and foreign languages. Adjunct faculty are expected to teach an additional class each year and do not have the scholarship expectations of tenure-track and tenured faculty. Each year, the University augments these regular faculty with visiting faculty as needed to fill temporary vacancies. This results in a student:faculty ratio of 9.7:1. Graduate students do not, as a rule, have responsibilities as the primary classroom teacher, although they may assist regular faculty.

In 2007-08, there are 290.4 FTE faculty lines, occupied by 284 regular faculty. 95 percent of faculty have a PhD and 99 percent have the terminal degree in their field. Each faculty member is hired after a thorough search process. For non-visiting positions, a national search is conducted to identify the best candidates in the particular field. A faculty search committee is formed and the specifications of the position, as well as the strategy for building the candidate pool, are worked out in consultation with the academic dean responsible for the department conducting the search and the vice president for academic affairs. The Office of Affirmative Action plays a critical role in all faculty searches; when a list of finalists for any position is identified, the entire search process is reviewed by the affirmative action officer and the president to insure that the search was as inclusive as possible and that all possible candidates from underrepresented groups were included.

The process by which faculty are reviewed and eventually promoted is initiated by the appointing department and thoroughly reviewed by an elected committee of tenured faculty whose charge is to make a recommendation to the president. The normal process for a tenure-track appointment begins with a four-year contract, renewable for a second four-year contract. A faculty member is reviewed in his or her second year, then

evaluated for reappointment in the third year. If the outcome is successful, the faculty member is given a second four-year contract, with another interim review in the fifth year and tenure review in the seventh year. A faculty member would then be granted tenure and promoted to the rank of associate professor at the end of his or her seventh year.

In addition to the reappointment, tenure, and promotion processes, there are other regular means by which faculty are evaluated. Students fill out a standard evaluation at the conclusion of every course. These evaluation data are used in a number of ways including feedback to the faculty member, as part of the reappointment, tenure, and promotion process, and as a factor in Wesleyan's annual merit-based evaluation process. At the end of each academic year, every tenured faculty member (except those who are being promoted to full professor that year) is eligible to participate in a review by his or her department chair, the dean of that division, and the vice president for academic affairs. The faculty member's teaching, scholarship, and collegiality for the past year are taken into account and salaries for the following year are based on these factors.

Every Wesleyan faculty member, with the exception of the adjuncts and visitors described above, is expected to teach a full load of classes, to pursue an active scholarly / research agenda, and to contribute to the collegial atmosphere on campus, through service to the department, to the University, and beyond to their particular discipline. Tenure-track and tenured faculty are eligible for a one semester fully paid sabbatical after three years of full-time service. In addition, faculty are encouraged to apply for external grants to support their scholarship, and Wesleyan faculty are quite successful at this. For fiscal year 2005/2006, the volume of externally sponsored research at Wesleyan just over \$9 million. In addition, Wesleyan offers a number of internal grant programs to support faculty research, scholarship and innovation in teaching. In 2007/2008, close to \$900,000 will be made available to faculty to support scholarly endeavors and curricular innovation. Wesleyan's Center for Faculty Career Development, now in its sixth year, supports faculty in a number of ways including providing a range of resources to assist faculty in developing their pedagogical skills, in fostering connections with faculty from the full range of disciplines, by bringing in outside speakers, and sponsoring weekly dialogues on a range of issues of importance to faculty.

Teaching and Advising

Wesleyan's almost 300 regular faculty are expected to teach four classes per year, two each semester. Faculty are occasionally granted a course reduction for significant university service in a given year. In 2006/2007, Wesleyan faculty taught a total of 2,114 courses in 44 different disciplines. These courses range from one student tutorials to a few large lectures. The average class size is 13.7 students. Majors are designed to encourage students to take advantage of the full range of faculty specialties, both within departments and programs and in related fields.

Wesleyan's Information Technology Services (ITS) division is strongly committed to helping faculty with sophisticated uses of technology in their teaching. As a result, faculty are continually improving their courses and methods with the latest and most

appropriate technology, including web-based course management tools, electronic modeling and simulations, and electronic tools to facilitate collaboration.

Wesleyan also supports curricular and pedagogical quality and innovation through a competitive program of grants to faculty to provide support for new course development, new methods or collaborations across disciplines, or large scale innovations.

Every tenure-track, tenured, and adjunct member of the faculty is expected to advise students, including those majoring in their department or program and first- and second-year students who have not yet declared a major. Most first-year students are matched with a faculty advisor who is teaching one of the student's first-year classes, ideally a First Year Initiative seminar. When this match is not possible, a first-year student is assigned to an advisor with whom he or she shares an academic interest. Faculty in their first year at Wesleyan are not expected to advise these "pre-major" students. Faculty are trained to be advisors through an ongoing process, beginning at their end of their first year, with meetings with appropriate administrators. Each fall, all faculty are expected to attend advising training sessions where the latest information on academic programs and resources are shared. There are also a number of print and electronic resources to guide faculty with advising issues.

Scholarship, Research, and Creative Activity

All tenure-track and tenured faculty are expected to pursue an active research agenda and to integrate their research into their teaching. Wesleyan faculty regularly collaborate with students on research projects, ranging from one-on-one assistantships in which a student apprentices with a teacher on an area of the faculty member's research or as an active member of a research team. In the past five years, more than 80 undergraduate students have collaborated with Wesleyan faculty on co-authored publications. However, the faculty-student collaboration extends far beyond the sciences. Faculty regularly work with their students on collaborative projects in the arts, humanities, and social sciences.

Wesleyan is committed to maintaining the infrastructure needed to support faculty scholarship, research, and creative activity. See Standard 7 for a discussion of Wesleyan's library resources. Wesleyan has recently renovated studio space in the arts and is in the process of creating a new Center for the Study of Public Life, which will support faculty in the social sciences. Finally, we are in the planning stages for a new building to house the molecular and life sciences, which will be opened in the next decade.

Institutional Effectiveness

Wesleyan continually evaluates the substance and sufficiency of its support for faculty in all their various endeavors. The regular reviews of every faculty member are described above. In addition, institutional initiatives such as the Center for Faculty Career Development are regularly reviewed to assure that they continue to meet the needs of the University. Internal grants programs, including the pedagogical, seed, and fund for

innovation grants described above are regularly evaluated and adjustments made, as needed, to meet the changing demands of faculty teaching and scholarship.

Standard 6: Students

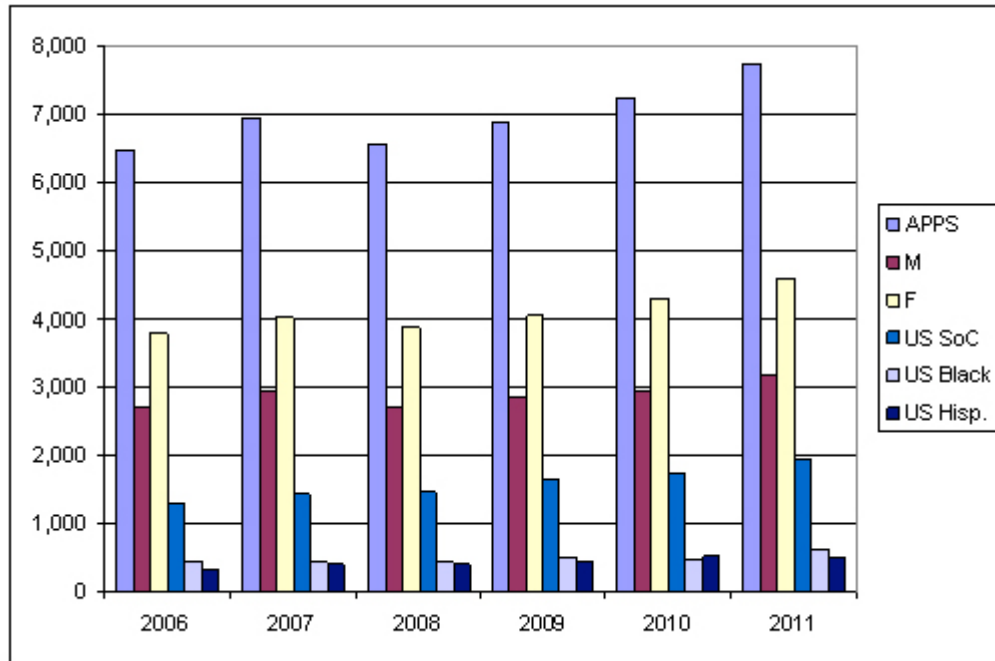
Since the last accreditation visit, Wesleyan has been focused on several initiatives to improve students' experiences. These include efforts to enhance advising and academic support, to engage and support a diverse and multicultural campus community, and to identify ways to bring campus constituents together to foster community-building and co-curricular learning.

Admissions

Since the last reaccreditation visit, Wesleyan has admitted and enrolled five classes.

Applications in 2007 (for the Wesleyan Class of 2011) numbered 7,749—an all-time high and a 20 percent increase over applications in 2002. A total of 29,074 high school seniors inquired about Wesleyan, a 13 percent increase over 2002. The application rate also increased from 25 percent to 27 percent over the period.

Applications increased from both men and women. As is generally true at liberal arts colleges, women outnumber men in the Wesleyan applicant pool but men continue to make up over 40 percent of the applicants. Students of color (Asian, Black, Hispanic and American Indian) who are US citizens or permanent residents increased from 20 percent to 25 percent of all applicants. The 1,926 student-of-color applicants in 2007 represent a 49 percent increase over 2002. US-Puerto Rico Black applicants topped 600 for the first time and increased by 38 percent over the period. US-Puerto Rico Hispanic applicants numbered 490 this year, a 59 percent increase from 2002. As the size and racial/ethnic diversity of the Wesleyan applicant pool increased, academic quality remained very high. The academic measures used in admission are several and imperfect but they do suggest something of the intellectual capabilities we value. SAT medians for all applicants increased slightly over the period (Verbal/Critical Reading 690 vs 680 and Math 680 vs 670) and the percentage of V/CR scores in the 700-800 range also increased from 41 percent to 47 percent while the percentage of 700-800 Math scores held steady at 39 percent. In 2007 62 percent of the applicants with a high school rank were in the top 10 percent, comparable to 61 percent in 2002.



The size of the first-year class remains essentially constant at Wesleyan and from 2001 to 2006 it was within 1 percent of the 720 target. The 2006 class was 51 percent men and 49 percent women, which is atypical in that most classes are 51-53 percent women but still in range of the "50/50" ideal. Geographic diversity, as represented by the percentage from outside of New York and New England, increased from 46 percent to 52 percent with most of the increase coming from the West, which went up from 11 percent to 16 percent of the class.

Financial Aid recipient numbers vary annually because admission is aid-blind, and full demonstrated need is met for all admitted students. Over the period aid recipients rose from 42 percent to 44 percent with a corresponding increase (from 37 percent to 39 percent) on grant aid (i.e., high-need students). First-generation college students, another measure of socio-economic diversity, increased from 9 percent to 14 percent of the class in the period while children of alumni went from 8 percent to 5 percent. US-Puerto Rico student-of-color matriculants varied in the period from a low of 164 to a high of 206, but in 2006 the number was the same as in 2001 (190) despite an 18 percent increase in offers. Yielding these highly competitive and sought-after students is an ever-increasing challenge. For US-PUERTO RICO Black student enrollment 2001 was an outstanding year at 71 and 2006 was disappointing at 44. By contrast, US-Puerto Rico Hispanic enrollment increased 20 percent over the period, from 60 to 72, and Asian-Americans increased 32 percent from 53 to 70.

By the usual academic measures of SAT and class rank the Wesleyan class is very strong every year. Over the period, SAT verbal and math medians each rose by ten points to 700, and the percentage in the top ten percent of the high school class was comparable (71 percent vs 72 percent). We also measure quality as preparedness to work across the curriculum and meet general education expectations as set by the Wesleyan faculty. This

translates into high school preparation in math (to calculus), foreign language (a fourth year course) and three laboratory sciences (biology, chemistry and physics). In the last five years all three measures increased: math from 69 percent to 74 percent, language from 74 percent to 79 percent and science from 76 percent to 80 percent.

Early decision has continued to serve Wesleyan and its students. It works in part because we limit the number of early decision admits to about 40 percent of the class, which means less than 15 percent of the admission offers are made in early decision, leaving plenty of room to admit those who want or need to compare college offers in April. Early decision gives us the heart of the class but does not limit our ability to enroll a diverse class. For example, one third of enrolling students of color were admitted in early decision.

Student Life

The 2005-2006 academic year saw the start of a new class deaning arrangement whereby the deans travel with a class from new student orientation through graduation. This allows deans to know their students better and to assist them more effectively. The deans send notes to their respective classes about issues and University regulations specific to the class year, as well as about class-oriented activities in order to keep students better informed and to strengthen deaning relationships and class identity.

The First Year Matters program, which extends the programming that takes place during New Student Orientation, has been enhanced in several ways. A "common reading" component has been added to create a shared intellectual experience for first-year students. We created an electronic monthly newsletter that is sent to all first-year students and their faculty advisors to improve communication and to create an organizational umbrella for the various offices that contribute to the program. Finally, we have improved the visibility of First Year Matters by providing access to the common readings and publishing the first issue of the newsletter prior to the arrival of students on campus for orientation.

The Faculty Advisor Handbook has been revised to provide better information and clearer expectations about the role of faculty advisors, and the rotation of first-year student advisors has been changed to better distribute the demand on faculty. A new peer advisor program has been developed in which 15 students are trained to answer questions about course scheduling and major selection and to make referrals to the various academic and student life support services on campus. Peer advisors are available on school evenings at satellite advising centers located in the residence halls. During the summer, peer advisors are available to new students through a web discussion board that is accessed through the e-portfolio. An online student companion to the Faculty Advisor Handbook entitled "A New Student's Guide to Academic Advising and Planning" is made available to new students over the summer to help them plan their course schedules and prepare for their meetings with faculty advisors. An oversubscription calculator, which will improve the speed and accuracy of the degree certification process, also has been developed.

With a dedicated dean to support its development, the Student Academic Resources Network (SARN) coordinates programs for intellectual enrichment and academic support. The network includes class deans, the math and writing workshops, peer tutoring, career resource center, disability services, and the language resource center. SARN facilitates greater student use of academic support opportunities by ensuring that network partners from across campus refer students to appropriate academic support programs. Peer advisors are trained to facilitate academic support workshops in residential halls, including time management, note taking, and other study skills.

Efforts are underway to investigate how the connection between classroom experiences and co-curricular programming affects student learning, especially for students of color and other marginalized populations. National research suggests that co-curricular opportunities play an important role in students' development, especially when disengagement occurs in the classroom. Further research needs to be conducted to better understand this connection.

During 2006/07, the newly-created Office for Diversity and Academic Advancement (ODAA) developed a comprehensive programming framework that articulates a clear vision for its initiatives. The framework has four interrelated components: institutional vitality and viability (i.e., mission, strategic plan, and policies); education and scholarship (i.e., curricula, scholarship, and research); campus climate (i.e., collaborations between academic and student affairs); and access and student success.

In order to have a positive impact on these areas, ODAA works to build the capacity for dialogue among different social identity groups, to conduct inter-group dialogues, and document impact using qualitative and quantitative data. ODAA has facilitated a series of speakers and campus events; established the Diversity and Academic Advancement Fund, which provides modest awards to enhance the leadership capacity of students, and created an online Campus Climate Log, which documents campus hate incidents and educational intervention and prevention efforts.

We have conducted a comprehensive review of Wesleyan's Office of Behavioral Health for Students. Student demand for mental health services has been increasing for several years, and the current staff is working at capacity. The staff is being reorganized to better meet clinical demands, as well as provide outreach and critical prevention work. We hope that the use of part-time professionals will assist in increasing the diversity of the staff.

The opening of the new Usdan University Center in September 2007 will generate interest from across the campus. In addition to becoming the primary dining location for students, staff and faculty, the Usdan Center and Fayerweather will provide several new meeting rooms, including the 4,000 square-foot Beckham Hall, and theater, dance and music rehearsal rooms. While the dining program will be a prominent attraction to the Usdan Center throughout the day, we are planning other programs and events to draw members of the community during evening hours. Bon Appetit Management Company will begin a new dining contract in 2007/08. To ensure the most successful integration of the Usdan Center and campus life, the Office of Student Activities and Leadership

Development has reached out to students to develop a Student Programming Board. This board will create and support programs, including activities at night and on weekends, that in conjunction with late-night dining will bring students together. In addition, an Advisory Board for the Usdan Center that includes staff, students and faculty will serve as a sounding board for policies and programs at the Center.

The Office of Institutional Research organized student focus groups in spring 2006 to explore why students report poor satisfaction with Residential Life on the senior survey. Concerns included communication, confusion about the respective responsibilities of Physical Plant and Residential Life, unsatisfactory coordination between the two departments, need for more input from residents, need for improved lounge facilities, the poor condition of many of the wood frame houses, frustration with room selection processes, bureaucratic paperwork and procedures, poor utilization of the website, unsatisfactory housing locations for transfer students and students returning from study abroad, and the lack of adequate Internet availability in the wood frame houses. Students also shared what they believed to be the positive aspects of residential living, which included the broad array of housing options available, the notion of progressive independence and the relative autonomy granted to upperclass students, the interaction with the resident advisor or house manager, the programs and community building provided by the student staff, and their ability to integrate into the larger community as a result of their earlier residential experience. In response to this feedback, Residential Life has developed a strategic action plan and undertaken several initiatives aimed at improving student service and satisfaction. It is clear that close collaboration with Physical Plant and Public Safety will be essential in order to realize our goals in this area.

The Wesleyan Student Assembly (WSA) has sought to establish new avenues for sustained dialogue between students and the administration. This has been accomplished in several ways, including effective and veracious representation. Each year the WSA holds online elections for membership and polls the student body about issues it regards as significant. The WSA also surveys students sporadically to identify the issues that are most important to them and to assess the effectiveness of WSA endeavors.

The WSA recently formed an endowment advisory committee to monitor institutional investments as they relate to the goals and integrity of the university. Two representatives from the WSA sit on the faculty Educational Policy Committee. Six students from the WSA serve as representatives to the Board of Trustees; they have voice and vote on the standing committees of the Board and voice at the Board meetings.

Administrators also have made an effort to foster communication by being present at student meetings. At least one member of the Office of the Dean of the College has consistently been present at WSA weekly general committee meetings. Administrators have made an effort to attend impromptu student meetings, as well. This effort has engendered a greater awareness of initiatives across entities, as well as heightened collaboration and communication.

Standard 7: Library and Information Resources

Information Technology Services

During the past five years, Information Technology Services has helped the University adapt to the use of the web for its academic and business purposes. To accommodate investments in new technologies, ITS invested heavily in the core infrastructure and structured budgets. Its focus in the next few years will be "From Webcentricity to Web Simplicity." We have done an excellent job in helping to move many of our activities to the web. However, we find that there is a lot of room for improvement in terms of usability, especially when it comes to students.

The Electronic Portfolio has become a core infrastructure of the institution and provides a unified, secure means of accessing all institutional data and conducting much of the institution's business. Originally designed for use by students and faculty, the portfolio has been implemented for use by the staff and alumni. In addition, the Consortium on Financing Higher Education has adapted a version of the portfolio, hosted at Wesleyan, that member institutions use for data exchange. Usage statistics show that over 80 percent of Wesleyan students and faculty use the portfolio on a daily basis while the semester is in progress. Portfolio creation and management is fully web-based and the responsibility is distributed. Functional offices are responsible for managing access control and security, and various groups within ITS who use different systems for application development can all easily tie into the portfolio using common interfaces. There are at least 12 different active portfolios that together access over 1000 applications accessible. We have also managed to tie portfolio security to many third-party softwares, such as Blackboard, making the portfolio function as an institutional portal.

Following are a few key portfolio applications:

- A redesigned online course registration continues to stress equity and curriculum utilization but promotes earlier advisement and greater ease of use.
- An online grade-entry system allows faculty to enter student grades directly, resulting in fewer errors and quicker availability to students.
- An online course-development system allows faculty members and academic administrative assistants the ability to create and update course descriptions.
- Virtual enrollment allows students to register every semester from any computer on the campus network without having to stand in line.
- All faculty elections are conducted online. Academic Affairs staff use a portfolio application to administer these elections from start to finish.
- Staff goal setting, performance reviews and salary recommendations are all accomplished through portfolio applications.
- The alumni portfolio, WesNet, features key applications, such as a powerful alumni directory search.

Academic Computing

Academic Computing Services is responsible for implementing the ITS mission of enhancing the support for teaching, research and scholarly communication. In the past five years, we have strengthened collaboration with the Library, resulting in a number of successful joint initiatives.

In collaboration with the faculty, ITS chose Blackboard as our course management system and implemented it for use in spring 2004. The number of courses using Blackboard grew from 142 in spring 2004 to 248 in fall 2006, about 40 percent of all courses offered. As their familiarity with the system grows, faculty are using a larger feature set from Blackboard.

We recently formed an Academic Media Studio that provides photography, digitization, poster printing, multimedia development, and website creation. Digitization has become a popular service for faculty, as they increasingly integrate digital media into their teaching. We digitize print, stills, slides, and video, then place the digital files onto a server for faculty to use in their courses. We currently host more than 1 TB of multimedia content on our servers; in anticipation of explosive growth in this area, we have acquired a large disk system. Our Media Database, a collection of digital images for use in teaching and multimedia projects, has grown to over 10,000 records, allowing faculty and students access to a wide array of materials.

We work with faculty to develop interactive learning tools and animations that help students understand difficult concepts. These modules, called learning objects, are used inside and outside the classroom. They are shared across campus and with faculty at other institutions. Our projects range from animations of biological processes such as neurulation (embryonic development of the neural tube), to a simulated Indian village, where students can explore the complex interfaces and interactions among North Indians and their social and cultural lives by way of a series of interconnected maps, images, audio, and video segments. Over the past five years, we have developed 110 learning objects.

In recognition of the growing importance of the web as a vehicle for communicating to prospective students, to enrolled students, and internally as a platform for keeping faculty and staff informed, we redesigned all of the academic department websites to give them a consistent navigation and look and feel, and developed technologies to improve the quality of information contained on these sites. Faculty members can update their professional information via the portfolio; these data are then automatically fed to the department websites. We are partnering with the Center for Faculty Career Development to extend this concept further by establishing a faculty achievements database.

ITS now hosts a central high-performance computing cluster. This model brings important efficiencies over the use of departmental clusters: e.g., the reduction in facilities costs can be invested in keeping the central cluster current, and faculty and their research groups do not have to worry about maintenance. Science faculty and ITS used a National Science Foundation grant for \$190,000 to purchase the first high performance cluster with 288 nodes, which became operational in April 2007. We are working with

faculty in the sciences and mathematics on a plan to provide tutorial support to courses using the cluster and other computationally intensive activities. Also proposed is a summer program to give undergraduates experience working with faculty on related research topics, and a series of workshops and lunchtime seminars for Wesleyan faculty and other nearby institutions.

Administrative Systems

A team including staff from user offices, Finance and Administration and ITS implemented PeopleSoft's Human Resources Management System, which includes position management, benefit plans and in-house payroll calculations. We have implemented several employee self-service functions, with applications such as benefits open enrollment, 403B, personal data and life insurance web enrollments. Our surround-systems approach to PeopleSoft has resulted in many portfolio applications, which bring efficiencies to the business processes. We also formed a Data and Network Security Advisory group to help us protect data against theft and misuse. The group has established Gramm-Leach-Bliley guidelines, identified areas of vulnerability for Social Security numbers and credit cards, and established best-practices guidelines, which are being implemented.

For financial reporting and budget development, Wesleyan continues to use FRS, a system that runs on OpenVMS operating system. We have built a powerful web-based financial inquiry system and data warehouse that provides easy access to financial account, budget and payroll data. This measure has effectively extended the usability and life of our financial system. We will launch a major project to implement a new financial system this fall. In collaboration with Finance and Administration, ITS has created a budget development and management system called B-Maps.

Infrastructure

In 2004, we invested over \$600,000 to upgrade our core network infrastructure to provide 100 Mb connectivity to the desktop and a Gigabit backbone with very highly redundant and reliable hardware. In the same year, we introduced wireless to campus; we now blanket over 95 percent of the campus with wireless connectivity, using 270 access points. In 2006, we re-engineered the network serving our wood-frame houses, where about 1,100 upperclass and graduate students live, to improve their connectivity. We have connections to both the internet and internet2. Our total connectivity is 45 Mb, with the connection peaking at 60Mb. With such speeds, we are now able to support webcasting of many of our events. This summer, we will implement the Cisco Clean Access system in order to ensure that the computers connecting to our network are virus-free and compliant with our other requirements for software versions. In addition, this new system will detect who is logging in and place them in the appropriate network; thus, a faculty member will experience the same network access regardless of whether he/she is logging in from an office or a classroom.

Our investments in Tivoli Storage Manager and large tape silos have resulted in very reliable and robust backups of all data. We offer a service to backup faculty and staff desktops, and over 600 desktop/laptops are backed up every day.

We are reworking our email systems to combat SPAM and viruses while delivering excellent performance through both the clients and the web. We will migrate all administrative users to Microsoft Exchange in order to introducing further efficiencies to the email infrastructure. In addition, we will use Google Apps for Education to direct emails for the students who sign up for this service.

Increasingly, our science faculty are opting to use Linux based desktops. We have announced that we will fully support Redhat Linux.

Instructional Facilities

We completed a multi-year project to renovate over 80 classrooms. We now have over 50 multimedia classrooms, and a process and budget for supporting their use and maintaining equipment. We added two new computer classrooms, one for the arts and one for the social sciences, in order to address increasing demand by faculty for spaces where students could all have access to computers during class.

We continue to maintain seven computer labs across the campus. We relocated the arts computing lab to a new and larger space, and, in collaboration with the Library, created an Information Commons in Olin.

Web 2.0

In the past decade, Wesleyan has made significant technological advances. During this same period beyond the campus, we have seen the emergence of a broad array of new technologies and behaviors. Google, Amazon, cell phones, ipods, myspace, youtube, wikipedia, the blogosphere, and broadband connectivity to the home have all changed our culture's relationship to information. Students and many faculty who arrive on our campus have come of age during a time when the primary medium for finding and working with information is the web. While some lament and others celebrate these changes, Wesleyan needs to prepare itself for this new reality. During the course of this year, we have undertaken a series of evaluative projects that we think will allow us to incorporate many new approaches to information systems in ways appropriate for our institution.

Web 2.0 is the rubric that has come into fashion to describe a wide array of technologies and social practices that shift the work of creating and vetting content to a radically decentralized model in which anyone with a web browser and something to say can get their message out in a variety of complex forms: text, audio, and video. Our evaluation process focuses on a critical subset of the many possibilities, on how best to connect them to our own strategic goals and how to implement them. We are looking specifically at

Blogs, Wikis, Podcasting, Social Bookmarking, Webtop productivity tools and web authoring.

The Library

Annual senior surveys regularly rank Wesleyan Library information access, collections, and services over 95 percent satisfaction. Always an integral component of the overall campus mission and strategy, the Wesleyan Library provides access to information from around the world. The library's collections have a depth and breadth seldom found in an institution of this size, and we collaborate in a number of consortial arrangements to obtain access to even more collections. The Wesleyan Library and Information Technology Services have partnered on a number of successful initiatives, and will continue to do so.

In keeping with campus-wide efforts in planning and evaluation, the Library has created a budget planning process involving all unit heads. It has developed a policies and procedures manual, which is regularly updated. The librarians have drafted a Librarians Status document to clarify our administrative and instructional role on campus. We now have an annual retreat, goal setting, and evaluation processes, all directly linked to the campus-wide goals and mission. Librarians regularly attend regional and national meetings and workshops in order to keep current with the dramatic changes in library services and technology. At the same time, many Wesleyan librarians are leaders in the field and have made significant contributions to the library profession in such areas as teaching undergraduates how to use primary resources in special collections; and library technology and privacy issues in a global context.

The faculty have identified information literacy as one of the essential capabilities a Wesleyan education is meant to address. Wesleyan students learn how to access, interpret, and use the vast amount of traditional and Internet content available to them. The University Librarian and Olin's information literacy librarian are working together to implement and assess a comprehensive library instruction program that meets the highest standards of the library profession. The library's regular information literacy sessions are tailored for individual courses, and the feedback from students and faculty is very positive. We are looking to integrate information literacy into the First Year Initiative courses for frosh and into the junior seminars for majors, so that students learn to evaluate the scholarly tools for their research agenda in a field of specialization.

Wesleyan's Special Collections and Archives is one of the national leaders, not only for the breadth and depth of its collections, but especially for the innovative ways it engages undergraduates in using rare and primary resources. We partnered with Yale and other regional schools in a Teagle Foundation grant to engage faculty in using special collections as part of their undergraduate courses. Several senior theses have been written using special collections, and the library's information literacy program includes special collections—a very unusual aspect of most programs in this country. The Head of Special

Collections works closely with the campus on planning events to celebrate campus historical events. The recently acquired William Manchester collection will be the foundation of a planned focus on undergraduate engagement with primary resources in U.S. History. Special Collections and Archives, along with the World Music Archives, has begun to digitize its collections.

Library Facilities

Academic libraries of the 21st century are increasingly used for communication and collaboration, and Wesleyan's libraries are no exception. The Library and ITS collaborated on a prototype Information Commons in the Campbell Reading Room. This space provides "one-stop shopping" for students looking for reference service, technology consultation, and writing assistance. The space is heavily used by students. The Library has developed assessment tools for continual improvement in Information Commons services.

The recently completed renovation of the Science Library ground floor and the installation of compact shelving enabled the Library to move large collections from off-site storage back to campus, increasing access and providing an environment conducive to long-term preservation of materials. Study space in the area has been updated with improved lighting and a variety of seating and work areas.

Through a successful grant from NITLE, we have also developed in-house expertise in using ethnographic and participatory design techniques that we now use in all of our space design activities.

Accessing Information in New Ways

While the costs of print publications continue to skyrocket, emerging technologies have enabled libraries to examine new means to provide access to scholarly work. The Wesleyan campus has become an active partner in the nationwide scholarly communication initiative supported by the Association of Research Libraries and the American Library Association. The library has long been a member of SPARC, the organization spearheading efforts of faculty, librarians, and administrators to change the current scholarly publishing models which many believe are too costly, restrict access, and obstruct creativity. A Wesleyan team (senior associate provost, librarian, and ITS professional) was selected for the First Institute on Scholarly Communication, held at UCLA in 2006. The team returned to campus with an action plan to create campus awareness and advocacy to support new models for faculty publishing and awareness of intellectual property issues.

The Library and ITS have met formally with faculty in all three divisions and have worked with individual faculty who are interested in supporting open-access journals. The Intellectual Property Committee has established a web site with information for faculty on how to use web content legally; for students on how to download music legally; and with encouragement for the campus community to use the fair-use provisions

of the copyright act. The committee has hosted guest speakers to assess the web site and to work with us to keep current with intellectual property policy issues.

The Library and ITS are working together with the Oberlin Group to create an institutional repository. We are using student theses as our pilot project.

The University Librarian has actively engaged the campus community in moving toward the access model of library service. This means that the Library service mission will be: "If we don't have it, we can get it for you." It is a "not just in case, but just in time" model of access to information, that has been adopted by most U.S. libraries as their strategy for the future.

The access model requires flexibility in budgeting, and the library administration has worked successfully with Academic Affairs and the chief financial officer in this regard. The University Librarian is collaborating with the Oberlin Group library directors on projects to enhance resource sharing and to develop economic models for collections budgets in liberal arts colleges.

The access model also requires working with students and faculty to determine an acceptable turnaround time for receiving materials through interlibrary loan. The entire library staff is engaged in developing these criteria. The Access Services unit of the Library will continue to measure the costs of providing access in this way, and the consulting firm R2 Associates is assisting the Library in changing its workflow to better adopt the access model.

The Library and ITS have developed an innovative planning process for identifying types of content the library will purchase; the types of hardware and software necessary to support each type of content; and prioritizing and budgeting for purchases. This process has enhanced the overall campus planning and budgeting process, so that the Library and ITS can move into such new initiatives as an institutional repository and the creation of digital content.

The University Librarian has worked intensively with her counterparts at Trinity College and Connecticut College during the past three years to reenergize and redirect the mission and goals of the CTW Consortium. This consortium is now working on a plan to coordinate monographic purchases, and will undertake a collections analysis project next year. The group is considering membership in other library consortia, and has already joined the Five Colleges Library Consortium program to share their storage facility for JSTOR journals.

CTW and Wesleyan's ITS recognize that the next Integrated Library System (ILS) will differ dramatically from past products. Wesleyan's head of cataloging is spearheading the effort to create models of new portals for library information retrieval—models that respond to the information-seeking styles of the millennial generation.

Standard 8: Physical Resources

Wesleyan's campus consists of approximately 360 acres and 2.9 million gross square feet of buildings. Wesleyan is a residential college and provides housing for all of its undergraduate students, although approximately 40 students are allowed by lottery to live in non-Wesleyan housing each year.

Maintenance, Renovation and Construction Projects

Wesleyan's major maintenance program has facilitated improvements worth approximately \$38 million dollars within the past five years. Each year, the Wesleyan community is asked to submit major maintenance projects for consideration. A list of proposed projects is compiled, reviewed and prioritized by a group of facilities staff and student representatives over a period of six months. A leadership committee consisting of more than ten senior administrators gives final approval to work to be performed. A five-year rolling plan is in place for major maintenance projects.

Within the past five years, Wesleyan has completed \$136 million dollars in renovations and new construction, including major and minor projects. Downey House, once a gathering space for events and the former location of the faculty dining club, has been renovated to house classrooms and offices for the English and Classical Studies departments. The Patricelli '92 Theater has been fully renovated and restored for dance and theater productions. The Memorial Chapel was renovated and the Zelnick Pavilion constructed to accommodate large assemblies on campus. New buildings constructed in the period include Film Studies phase I, an addition to the Freeman Athletic Center, a 270 bed residence hall and apartment complex called Fauver. The Suzanne Lemberg Usdan University Center is nearing construction completion, and the former Fayerweather building is being renovated and restored. Consistent with the strategic facility masterplan goal of promoting a pedestrian friendly campus, the campus has seen dozens of landscape improvements, including but not limited to the addition of more than 300 off-street parking spaces, thousands of feet of sidewalks, new exterior lighting, benches and landscaping.

Planning

In 2003, Wesleyan's trustees approved and the City of Middletown endorsed a strategic facilities masterplan that was developed in collaboration with University faculty, staff, students and alumni, as well as city residents and civic leaders. A Facilities Working Group of the Board of Trustees and a campus-based Master Plan Executive Committee provided ideas and critiques to guide the plan to completion. The planning firm Ayers Saint Gross of Baltimore consulted in the planning process.

Since 2003, Wesleyan has employed Sightlines LLC to benchmark its facilities operation and physical assets against 11 peer institutions. Data collected annually and measured against our peer schools include:

- Annual stewardship – the equilibrium need and corresponding actual investment to keep up with the maintenance and eventual replacement of building components.
- Asset reinvestment – the accumulated backlog of repair and modernization needs and the determination of resource capacity necessary to correct them.
- Operating effectiveness – in delivering daily service, protecting assets, and managing energy consumption.
- Service – evaluating the service process, the quality of maintenance to space and systems, and the customer's opinion of service delivery.

The operation and renovation of Wesleyan's historic buildings present important challenges to our facilities team. Approximately 46 percent of Wesleyan's square footage is more than 50 years old, whereas only four percent is less than 10 years old. While the older buildings add historic character to the campus, their aging mechanical systems place a burden on the operating budget. These systems are slowly being renovated and replaced as part of the campus masterplan. Wesleyan's facilities operating budget for FY05 averaged \$6.72 per gross square foot, which is higher than our peer schools' average of \$6.43. Several initiatives are recently completed or underway to reduce these operating costs, including a complete restructuring of the facilities organization, the implementation of increased performance expectations for the team, and the divesting of smaller, less efficient buildings on the periphery of campus. Since the initiation of a new web-based work order system, annual overtime spending for maintenance has been reduced by 33 percent between FY02 and FY06. Sightlines customer survey results indicate commendable improvements in service process and satisfaction.

Standard 9: Financial Resources

Wesleyan's budgeting and control procedures have been effective. In 2005/06 the University had a balanced budget for the 14th consecutive year.

As of June 30, 2006, the date of the most recently audited financial statements, Wesleyan had \$998 million in total assets, including \$261 million in liabilities and \$738 million in unrestricted, temporarily restricted and permanently restricted fund balances. Net assets have increased since 2003, reflecting improved financial market conditions. The major component of these assets is the Wesleyan endowment, which had a market value of \$620 million at the close of the fiscal year. Of this endowment, \$552 million, or approximately 90 percent, were unrestricted, permitting significant flexibility in identifying and implementing institutional priorities.

The Wesleyan endowment is invested for a long-term maximum return with appropriate consideration to controlling risk and providing for the University's cash needs. The investment policy is implemented by the Finance Committee of the Wesleyan Board of Trustees and its Portfolio Subcommittee. The members of the Portfolio Subcommittee are alumni/ae with investment expertise in a variety of asset classes and responsible for providing oversight to the endowment management process.

A professional Investment Office now guides the activities of the Portfolio Subcommittee by reporting regularly to the trustees, analyzing relevant market information and providing ideas to enable informed decision-making. The University has increased the staff in the Investment Office in order to monitor its increasingly complex endowment portfolio.

The endowment has grown significantly since 2001. Endowment returns have exceeded market indices and relevant peer benchmarks for similarly sized university endowments. The endowment has also increased in real value since 1981, when the goal was set to maintain the real value of the endowment.

As of June 2006, the University issued \$206 million in tax-exempt debt through the Connecticut Health and Educational Facilities Authority (CHEFA). Bonds were issued at a 35-year variable rate with the interest rate reset every 35 days. Of this total amount, \$12 million remains variable rate, with the remainder fixed based on swap agreements with Lehman Brothers. The capital markets received this debt issuance favorably, granting Aa3/AA+ credit ratings, respectively, from Moody's and Standard & Poor's. Further analysis and review of relevant ratios indicates that the University has reached maximum debt capacity at these credit ratings and must increase its net assets and endowments to generate additional debt capacity.

The endowment provides approximately 20 percent of the support for operations, ensuring that Wesleyan is not overly dependent upon tuition. Gifts received and unexpended endowment gains in prior years provide over 10 percent in operating revenues, while private gifts and grants contributed 8 percent of the operating revenue.

Over half of Wesleyan's \$167 million operating budget is spent on its central academic mission: instruction and research. Wesleyan spends proportionately more on academic priorities and less on support activities than peer institutions.

Fundraising

The Wesleyan Campaign closed in January 2005 having raised \$281 million, substantially surpassing our \$250 million goal. Of the total, \$194 million was received in cash during the campaign, with \$87 million in outstanding pledges. A total of nearly \$96 million of the \$281 million total (34 percent) was directed to the endowment.

Cash gifts received in a single fiscal year increased from between \$12 million and \$14 million before the campaign to \$31 million in FY 2001, \$27.3 million in FY 2002, \$27.9 million in FY 2003, and \$29.5 million in FY 2004.

Similarly, dramatic improvement was made in the participation rate: the percentage of alumni donating to Wesleyan annually. Before the campaign, our annual participation rate was 44 percent; by the close of the campaign, the annual figure was 55 percent. Over the course of the campaign, 67 percent of Wesleyan alumni made donations.

Because the continued vitality of the University will depend on its ability to maintain a high level of giving after campaign, Wesleyan in 2002 engaged the CORE Group, a consulting firm that has done extensive quantitative benchmarking studies of colleges and universities, to determine the level and type of investment that Wesleyan should make in its University Relations area. CORE's study highlighted the crucial importance of strong investment in both front-line fundraising and organizational infrastructure (alumni programming, communications, research and operational support) and concluded that the University Relations budget should be increased by 50 percent over four years. With this investment, CORE believes that Wesleyan's fundraising totals will increase dramatically. The Board authorized the expansion of University Relations at this level, with the bulk of the investment to be raised from fundraising.

The campaign closed midway through FY 2005; in that fiscal year, we received \$31.3 million in cash gifts. Even more affirming was our FY 2006 total of \$35.2 million, a record high, in our first full year after the campaign. Wesleyan's fundraising success has received national recognition: in 2006 we received the "Wealth Engine—Overall Performance" award from the Council for Advancement and Support of Education, a distinction shared with only eight other institutions (out of 970 eligible).

The primary fundraising focus in this post-campaign period has been on unrestricted gifts to the Wesleyan Fund (which includes support for facilities and for our initiative to invest in University Relations). Our goals have been steadily and aggressively increasing in this area, with a goal for FY 2007 of \$16 million. We are on track to achieve this goal, largely because we have been able to raise approximately \$5.4 million in honor of the successful presidency of Doug Bennet. We also had a highly successful benefit gala in New York featuring Bill Cosby, which yielded \$2.5 million for financial aid.

The other crucial fundraising priority is the endowment, and the University's long-range projections contain goals for new gifts to the endowment. In 2007 the goal is an amount equal to 1.5 percent of the endowment's value. The percentage goal will increase to 3 percent by 2014. The goal represents the minimum that we plan to contribute to the endowment. In FY 2006 the actual amount contributed was \$11 million, exceeding the stated goal by \$4 million.

During this period a key University Relations focus is capacity building: increasing the breadth and depth of our prospect pool by engaging even more alumni in the life of the University. Toward this goal, we are undertaking several new initiatives, such as affinity councils comprised of alumni with specific areas of interest (e.g., athletics, admission, career resources). These efforts, and the fact that alumni from the large graduating classes of the late '70s and '80s are now entering their prime earning years, are cause for optimism that we have significant untapped capacity available for the next campaign.

Wesleyan's fundraising success has been considerable over the past 10 years, and our \$35 million total cash raised in 2006 was the fourth highest in our 11 member peer group. \$11.4 million of that total was received as unrestricted gifts, ranking us second in this peer group in unrestricted cash received. Our high level of unrestricted gifts is both a success and a challenge. Our aggressive Wesleyan Fund goals combined with an average gift size that is lower than most of our peers means that we must solicit a number of high-level gifts (\$100,000 to \$200,000) to the Wesleyan Fund that would more appropriately be directed to the endowment. As a result, our unrestricted gifts represent a larger percentage of our total fundraising than is the case with any of our peers, who are able to fund their endowment more aggressively than we can.

The timing, size and scope of any new campaign will be determined by the new president, but we currently anticipate that a campaign could kick off as soon as 2010. Priorities will likely include a \$160 million science facility, in addition to significant unrestricted and endowment giving goals.

Resource Management

Historically, Wesleyan has had a high endowment draw. In 2005/06, the endowment draw was at 7.4 percent. The Board of Trustees asked the administration to develop a five-year plan to bring endowment spending to within 4.5 percent to 5.5 percent of the 12 quarter average endowment market value. The plan requires both spending reductions and redirecting gifts for the Campus Renewal Fund to the operating budget rather than running it through the endowment.

Wesleyan's commitment to planning for the long term has enabled the University to address fiscal problems and initiate changes across campus. With a coherent vision articulated in its strategic plans, Wesleyan allocates its financial resources according to clearly specified strategic objectives. Even while it reduces the endowment draw, Wesleyan will make major investments in financial aid, additional faculty, diversity, student services, and fundraising initiatives over the next five years.

Wesleyan's annual budget is developed based on the key elements of the University's long-range planning model. The Finance Office works with the president and senior officers to refine planned sources and uses of funds and to achieve a balanced budget, which is then presented to the Board of Trustees for approval. During the annual budget process, senior management is asked to reallocate resources for new initiatives before requesting additional funding.

Wesleyan utilizes a computer-based budget system which incorporates decentralized responsibility for departmental and program budgets with regular, centralized monitoring and control. Each academic and support department, program, and facility has a line item budget against which revenues and expenditures are controlled. On a daily basis, the Finance Office uses the University's intranet to distribute budget-to-actual reports to department heads and to the vice presidents or deans responsible for each functional area. The reports indicate actual revenues and expenditures versus budget for the period and year to date for each line item, with an indication of the percentage of budget received or expended.

This past year, a Budget Working Group consisting of senior level administrative staff was created to review all vacant administrative positions before allowing replacement. Through the efforts of this group in partnership of senior staff, Wesleyan has focused its resources and eliminated approximately 10 staff FTEs.

Standard 10: 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. Wesleyan's print and online communications fully and accurately describe the University, its programs and facilities to audiences of students, prospective students, and other members of the interested public. Our publications are updated annually to ensure their currency. We are committed to publishing in a clear and accessible manner all information that is relevant to informed decision-making by these constituents, as per the revised NEASC standard.

Wesleyan has a good, thorough, and accurate catalog that describes its educational mission and objectives, expected educational outcomes, the curriculum, major courses of study, co-curricular opportunities, academic regulations (including requirements for degrees and policies related to transfer of credit) and courses offered over a three-year period. It describes policies governing leaves of absence, withdrawal, readmission and refunds of tuition. The catalog includes a full roster of current faculty, including departmental affiliation, title, degrees held and institutions granting them. University officers' names, titles, and highest degrees attained are included, as are the names of trustees. The catalog is updated and republished annually.

Wesleyan publishes exhaustive course listings online. A powerful online tool called the Electronic Portfolio enables students and their faculty advisers to plan individualized courses of study utilizing the online database.

Wesleyan publishes an annual directory of faculty and staff. Our annual online student handbook describes academic regulations, academic resources, administrative offices, student life resources, student activities and governance, regulations concerning student conduct, and other University policies.

Wesleyan's admissions material describes the curriculum in detail and highlights opportunities for students to undertake in-depth research projects across the disciplines. It includes information about the size and characteristics of the student body, the campus setting, the range of co-curricular and non-academic opportunities available to students, and the institutional learning and physical resources from which a student can be expected to benefit. Wesleyan publishes a financial aid brochure that describes the availability of aid.

Wesleyan has published most of the following information on an ad hoc basis, in order to inform decision-making about its programs. In the spirit of the new NEASC standards, it will make publish these data annually:

- Statements of success of students in achieving educational goals, as these are developed by the faculty.
- Rates of retention and graduation and other measures of student success.
- Expected amount of debt upon graduation.
- Principal affiliations of the governing board.

Wesleyan increasingly uses its web site as a communications vehicle with all constituencies. All information about Wesleyan published in print form is available online as well. The Wesleyan website has won praise for its navigability, and we continually incorporate user feedback to improve its functionality. We are developing an online catalog of information available about the University, as well as a mechanism for addressing online inquiries.

In the past two years, Wesleyan has created two online newsletters—one for the campus and the other for alumni—to keep constituents abreast of the accomplishments of students, faculty and alumni, as well as briefed about institutional strategy and direction.

Over the past four years, have refined Wesleyan's visual brand and extended it to the web, as per the recommendation contained in the last reaccreditation report.

As part of our effort to create public understanding of and support for liberal education, and for Wesleyan in particular, we continue to place stories about our teaching and research in the general media. We systematically comb the academic departments in search of stories, as well as faculty who can serve as experts on issues in the public domain. Our analysis of Wesleyan's news placements mirrors the scholarly and research productivity of our faculty in that it far exceeds that of our peer institutions.

Standard 11: 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 2006. 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. For example, codes of conduct are clearly defined in the statement on academic freedom and responsibilities of the University and in the Honor Code, the Code of Non-Academic Conduct and the Joint Statement on Rights and Freedoms of Students. These standards are published on the University Web site and in publications that are distributed to the different campus constituents. 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. Wesleyan publishes a Student Handbook that addresses, among other items, academic regulations, academic and campus life resources, student activities and governance, student conduct, and University policies. A handbook for staff and administrators contains University policies and standards. Trustees complete a conflict of interest certificate and a certificate of anti-trust compliance annually.

The University periodically reviews its policies. For example, a task force recently identified ways to strengthen 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.

Comprehensive summaries of judicial cases associated with violations both of the Honor Code and the Code on Non-Academic conduct are widely distributed via the Web. All new students are introduced to the Honor Code through a required session in orientation,

followed by a signed affirmation to accept the responsibility to adhere to the code and to take "constructive action" when there is awareness of violations of the code. In addition, students may be asked to sign a pledge of "no aid, no violations" on specific formal academic exercises.

The University articulates and adheres to nondiscriminatory policies and practices and goes beyond nondiscrimination in an effort to create an environment that is welcoming of difference. 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.

While Wesleyan has a good overall record of diversity in its admissions and hiring decisions, we are constantly looking for ways to achieve greater success in this area, which we believe to be crucially linked to our academic strength. For example, Wesleyan's strategic plan for the sciences emphasizes the need to remain attentive to issues of diversity in the sciences, both with regard to students and faculty. While Wesleyan has been successful in providing opportunities for women to study science—approximately 59 percent of our science majors are women—we do not believe this success can continue if we fail to ensure the continuing presence of women within the faculty in the natural sciences and mathematics. Moreover, despite consistent outreach, Wesleyan sees relatively few applications from scientists of color—a situation that is regrettably typical in higher education. A task force of science faculty undertook a study of inadvertent biases that can affect recruiting processes and hiring decisions; all search committees now are briefed on ways to avoid these biases. As we see gradual improvements in the pipeline for scientists of color, we anticipate that these and similar strategies can help us achieve greater racial and ethnic diversity.

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