

Wesleyan University
Self Study Report

Draft as of April 6, 2022

Introduction

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

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

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

Executive Committee

Chair: Michael Roth, President
Vice-chair: Nicole Stanton, Provost and Senior Vice President for Academic Affairs
Member: Andrew Tanaka, Senior Vice President, Chief Administrative Officer & Treasurer

Steering Committee

Chair: Sheryl Culotta, Associate Provost for Curriculum and Strategic Initiatives
Vice-Chair: Michael Whitcomb, Director of Institutional Research
Members: Rachael Barlow, Associate Director for Assessment
Mark Hovey, Associate Provost for Budget and Personnel
Charles Salas, University Editor
Andrew Tanaka, Senior Vice President, Chief Administrative Officer & Treasurer

Standard 1 – Mission and Purposes

Chair: Charles Salas, University Editor

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

Renell Wynn, Vice President for Communications

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

Standard 2 – Planning and Evaluation

Chair: Michael Whitcomb, Director of Institutional Resources

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

Anne Laskowski, Chief of Staff and Director of Strategic Planning

Frantz Williams, Vice President for Advancement

Demetrius Eudell, Dean of the Social Sciences, Professor of History

Standard 3 – Organization and Governance

Chair: Charles Salas, University Editor

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

Nicole Stanton, Provost and Senior Vice President for Academic Affairs

Anne Laskowski, Chief of Staff and Director of Strategic Planning

Rachael Barlow, Associate Director for Assessment

Andrea Patalano, Chair of the Faculty 2020-2021, Professor of Psychology

Standard 4 – The Academic Program

Chair: Sheryl Culotta, Associate Provost for Curriculum and Strategic Initiatives

Nicole Stanton, Provost and Senior Vice President for Academic Affairs

Michael Whitcomb, Director of Institutional Resources

Anna van der Burg, Registrar

Andrew White, Caleb T. Winchester University Librarian

Andrea Patalano, Chair of the Faculty 2021-2022, Professor of Psychology

Gloster Aaron, Associate Professor of Biology

Area of Emphasis – Graduate Programs

Chair: Mark Hovey, Associate Provost for Budget and Personnel

Ed Moran, John Monroe Van Vleck Professor of Astronomy

Cheryl Hagner, Director of Graduate Student Services

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

Jennifer Curran, Director of Continuing Studies

Area of Emphasis – Distance Education

Chair: Sheryl Culotta, Associate Provost for Curriculum and Strategic Initiatives

Jennifer Curran, Director of Continuing Studies

Jennifer Rose, Professor of the Practice in Center for Pedagogical Innovation

Rachael Barlow, Associate Director for Assessment

Rachel Schnepfer, Director of Academic Technology

Standard 5 – Students

Chair: Charles Salas, University Editor

Michael Whaley, Vice President for Student Affairs

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

Alison Williams, Vice President for Equity & Inclusion/Title IX Officer

Scott Houser, Sr Asst Director of Admission & Financial Aid Info System & Data Management

Michael Whitcomb, Director of Institutional Resources

Anthony Hatch, Associate Professor of Science in Society

Michael Whalen, Frank V. Sica Director of Athletics and Chair of Physical Education

Standard 6 – Teaching, Learning, and Scholarship

Chair: Sheryl Culotta, Associate Provost for Curriculum and Strategic Initiatives

Nicole Stanton, Provost and Senior Vice President for Academic Affairs

Alison Williams, Vice President for Equity & Inclusion/Title IX Officer

Michael Whitcomb, Director of Institutional Resources

Mark Hovey, Associate Provost for Budget and Personnel

Ishita Mukerji, Chair of the Faculty 2021-2022, Professor of Molecular Biology & Biochemistry

Paul Erickson, Associate Professor of History

Standard 7 – Institutional Resources

Chair: Charles Salas, University Editor

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

Dave Baird, Vice President for Information Technology and Chief Information Officer

Christopher Olt, Associate Vice President for Finance

Steve Machuga, Senior Director of Enterprise Systems

Andrew White, Caleb T. Winchester University Librarian

Jan Naegele, Dean of Natural Sciences and Mathematics, Alan M. Dachs Professor of Science

Mark Hovey, Associate Provost for Budget and Personnel

Area of Emphasis – Financial Goals

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

Christopher Olt, Associate Vice President for Finance

Sun Chyung, Director of Financial Planning

Chandra Joos, Director of Admission

Andrew White, Caleb T. Winchester University Librarian

Mark Hovey, Associate Provost for Budget and Personnel

Standard 8 – Educational Effectiveness

Chair: Rachael Barlow, Associate Director for Assessment

Nicole Stanton, Provost and Senior Vice President for Academic Affairs

Michael Whitcomb, Director of Institutional Resources

Sharon Belden Castonguay, Executive Director of the Career Center

Jennifer Rose, Professor of the Practice in Center for Pedagogical Innovation
Stephanie Weiner, Professor of English

Standard 9 – Integrity, Transparency, and Public Disclosure

Chair: Rachael Barlow, Associate Director for Assessment

Renell Wynn, Vice President for Communications

Dave Winakor, General Counsel and Secretary of the University

Susanne Fusso, Marcus L. Taft Professor of Modern Languages

Institutional Overview

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

1. Energize Wesleyan's distinctive educational experience
2. Enhance recognition of Wesleyan as an extraordinary institution
3. Work within a sustainable economic model while retaining core values.

The third was not the primary goal, so to speak, but it was the one where failure would most easily jeopardize the entire enterprise. In the event, the cancellation of a long-anticipated new science building saved us from draining a diminished endowment; we became used to exercising financial restraint; and we launched a fundraising campaign (at a time when economic prospects looked dim) that proved our most successful ever. As a result, our endowment was well positioned to take advantage of rising markets, and today, the university's economic basis is far more secure than at the time of the last self-study. Now, unsurprisingly, the improved financial condition of the university (together with a sudden rise in inflation) is raising compensation issues, and these may well still be on employees' minds next fall when the NECHE committee comes to visit.

As with the last self-study, this one coincides with a new strategic plan. *Towards the Bicentennial* is a new plan with overarching goals that build on the progress we've made over the past decade. The new goals are

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

A cursory comparison shows we see no reason for dramatic changes in direction. That said, we are not complacent. These are broadly forever goals, pursued differently in light of changes in the world. And just as the financial crisis set the stage for our previous self-study, so the pandemic has set the stage for this one. Signs of stress in the student body, created or at least worsened by the pandemic, are not hard to find. The shift to remote learning led to issues of academic integrity; the number of students with documented disabilities who require accommodations has risen 270% since the last self-study; the demand among students for mental health services continues to grow; for all our oft expressed confidence in the long-term benefit of liberal education to the whole person, careerism is hardly absent in our students. The demands placed on our faculty, who have been forced to redesign their teaching and (often) their research, have been great. As acknowledged in a spring 2022 announcement regarding an upcoming initiative, WesThrives, members of our community have had to live and work differently and doubtless experienced moments of extreme disconnectedness. A survey in fall 2022 will help us take stock of our collective mindset and wellbeing so that we can learn how best to make our community stronger. Continued efforts with respect to equity and inclusion will be crucial in this.

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

At the heart of the education we offer is the interaction between faculty and students; the aspect of this that is least successful is pre-major advising, as the self-study makes clear. Part of the problem is the combination of a curriculum that is open and a research faculty invested in their own areas and not terribly familiar with the requirements for other majors and course offerings generally. That said, their guidance to students is crucial, and we continue to work on this.

We know about this problem from survey data – which itself is a problem. As we describe in Standards 2 and 5, our ability to generate the data necessary for proper planning and evaluation has not kept up with demand. Dealing with survey fatigue is a challenge. Other ongoing problems include the desire for broader participation in faculty and student governance and the assessment of educational effectiveness. That these are problems does not mean we are not making strong efforts to address them, as Standards 3 and 8 make clear. As we complete this self-study, we are starting to construct (at long last) a new science building and we are well into the renovation of our Public Affairs Center. The PAC is one of the most distinctive of Wesleyan buildings, and not just because of the architecture. Since the 1950s, it has housed offices and classrooms for the departments of Economics, Government, History, and Sociology, as well as the College of Social Studies, but from the beginning those offices have not been segmented into departmental blocs, as at most other academic institutions. In the PAC, a sociologist finds an economist, a historian, and a political scientist next door or across the hall. The old PAC has always privileged interdisciplinary interaction among faculty; the new PAC doubles down on interaction generally by adding spaces for informal learning among students as well as faculty. The renovation can stand for how this self-study sees the university as a whole: shored up and improved along the lines of who we have been and who we want to be.

STANDARD ONE: MISSION AND PURPOSES

Description

The following mission statement, created as part of the last reaccreditation process and adopted by the Trustees in 2010, can be found on the University Leadership webpage and features prominently in strategic planning:

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

Appraisal

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

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

Today, interdisciplinarity is hardly unusual in liberal education, but Wesleyan's tradition of interdisciplinarity, which began in the 1950s with the College of Social Studies and College of Letters, is viewed here as distinctive – and is alluded to in the mission statement's "*taking advantage of fluidity among disciplines to explore the world with a variety of tools.*" While the benefits of interdisciplinarity are well understood here, disciplinary expertise is often viewed as their precondition. The tension between commitment to traditional departments and the interdisciplinary, experimental ethos can be productive – or not – and there is concern about the pressures upon junior faculty when their interests and energies move across disciplines. The degree to which interdisciplinarity should arise organically from faculty interests or be stimulated "top down" is an open question. On the one hand, interdisciplinary projects cannot succeed without naturally occurring interest from the faculty; on the other hand, existing administrative structures often disincentivize working across disciplines. Thus there is an important role for top-down support of infrastructure to facilitate interdisciplinary work, as well as to prevent existing structures of academic power from stifling interdisciplinary work. The need to offer traditional and still vibrant modes of inquiry is in uneasy balance with the desire to provide new academic offerings addressing contemporary concerns. Faculty who wish to design new courses or modify existing ones can turn for support to our [Center for Pedagogical Innovation](#).

Still, since the middle decades of the twentieth century Wesleyan has been an important home for a particular American brand of *experimentalism* that runs deeply through the research and pedagogical outlook of our faculty. While its historical origins include relationships with pioneering artists and intellectuals (like John Cage and Judith Butler), the contemporary import of experimentalism lives on in our commitment to challenging tradition, skewering hierarchies, and critiquing received norms – bringing *rigor* to the *boldness* of experiment. We foster this inherently interdisciplinary perspective in the cross-modal structure of our institutions. The connections of the Center for the Arts to disciplines across the curriculum are considered particularly varied and stimulating, and over the past decade Wesleyan has launched a number of successful interdisciplinary programs: including the College of the Environment, the Allbritton Center for Public Life, the College of East Asian Studies, the College of Film and the Moving Image, and the College of Integrative Sciences, including its Integrated Design, Engineering, & Applied Science (IDEAS) program.

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

these expectations. Overall, however, it may be admitted that the experience of students with pre-major advising and navigating the open curriculum may not always meet *their* expectations. (See Standard 8.)

The mission statement addresses the work of our scholar-teachers, but not theirs alone. As the president frequently reminds staff, “We are all educators.” As part of an exercise, staff in Communications, ITS, the General Counsel, and Admissions reflected on the manifestation of the mission statement’s “boldness, rigor, and practical idealism” in their realms. Admissions staff, for example, saw boldness in their willingness to reassess procedures and policies through different lenses – as evidenced in DACA/Undoc review, test-optional, and Posse partnership. Boldness in the realm of ITS had to do with willingness to reimagine with campus partners how to implement and support digital tools and systems, such as Zoom, ServiceNow, Workforce time, and a new SaaS ERP. The General Counsel saw rigor in the dissemination of key legal principles, policies and procedures throughout the organization in order to affect university culture. The Office of Communications associated rigor with exceptional editing and writing and viewed its storytelling about impactful accomplishments as characterized by practical idealism.

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

International students add to the diversity of our student body, and since 2010 the number of international students has increased by 45%. The Class of '14 had 53 international students, and the Class of '24 had 77. Wesleyan’s embrace of the global – reflected in the recent creation of the Fries Center for Global Studies and the breadth

of the languages and musical traditions taught together with the degree of emphasis on intercultural learning – is another characteristic noted by faculty as distinctive.

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

The mission statement also refers to “*independence of mind*,” and to encourage that independence on our famously progressive campus, we have raised funds to hire more faculty who represent viewpoints in the conservative range of the spectrum so that students may benefit from a greater diversity of perspectives on matters such as economic development, international relations, the public sphere, and personal freedom.

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

Projection

Changes to the Mission statement may be proposed at any time, and, if deemed appropriate, implemented by the Board of Trustees. While we do not see changes in our fundamental mission – to provide an education in the liberal arts that is characterized by boldness, rigor, and practical idealism – we pursue that mission in light of changes in the world. For example, our response to political polarization and attempts to delegitimize democracy is to increase our emphasis upon civic preparedness among our students while fostering their capacity to learn from those with whom they disagree. The pandemic too will lead to changes. The shift to remote learning made clear to faculty, many of whom had been distrustful of online learning, the power of technology to make connections to students, and we expect lessons learned to enhance our educational program going forward. Indeed, the new strategic plan calls for the development of Wesleyan Online, a suite of stand-alone classes and degree-oriented programs. The pandemic also made inequality all the more visible, and we will be making even stronger efforts to increase diversity, equity, and inclusion in our community. Key to this will be successful fundraising, reducing reliance on tuition and investing resources in financial aid.

As is suggested by the phrasing of the primary goal of the new strategic plan – “Enhance our distinctive educational program, capitalizing on academic strengths” – we are not anticipating dramatic changes in our educational program. Still, the recent planning conversations have suggested that where teaching and research have traditionally been conducted by individual faculty, they are likely to be more collaborative going forward. Construction is underway on the new Public Affairs Center and art gallery –

spaces designed to stimulate more interaction and collaboration among faculty and students.

Foundational to our experimental perspective is a commitment to *participatory learning*. Wesleyan's historic gamelan orchestra program is prime example of a participatory culture on campus; no previous knowledge of Indonesian music is required to join this ensemble, but simply a willingness and openness to forms of musical organization. Learning is grounded in doing, and the collective effort is the pedagogical product. This come-as-you are approach is designed to reward engagement rather than preparation and is therefore a key element of ongoing equity and inclusion work. This laboratory-like ethos seems to be growing in appeal across the curriculum, with faculty increasingly interested in team-teaching as well as seeking to involve students in the communal production of knowledge rather than simply its absorption.

Wesleyan has sought to be at the forefront in promoting the value of liberal education (in the short and long terms), and its president has published several books and many articles and op-eds in this effort. That value is not always immediately evident to some, and the new strategic plan makes strengthening connections between liberal learning and life-long learning a primary objective.

STANDARD TWO: PLANNING AND EVALUATION

PLANNING

Description

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

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

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

Each of these three is associated in the plan with institutional strengths and vulnerabilities, with a vision statement, and with objectives and specific action items outlining how that goal is to be pursued. With respect to Goal #1, our objectives are to strengthen connections between liberal

learning and lifelong learning; further diversity, equity, and inclusion; stimulate research, pedagogical innovation, and effectiveness; strengthen foundation for creative practice; energize distinctive residential and co-curricular learning. Objectives related to our second goal, to build on our reputation, are to highlight what makes Wesleyan distinctive, develop stronger connections between alumni and current campus community, strengthen the reach and predictive power of Admission and emphasize the power of pragmatic learning. Finally, our third goal focused on financial sustainability has three objectives: reduce reliance on tuition, support financial aid, plan for improvements for a sustainable campus post-science building.

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

To help us realize our strategic goals, the University has embarked on a \$600 million fundraising campaign, currently in its leadership phase, which will support the following priorities: Access - \$200M in endowed and current-use funds, of which at least \$100M will be endowment for financial aid; Facilities - \$125-150M toward construction and renovation projects that will enable the University to meet academic and programming needs well into the future, while also becoming more energy efficient; Academics - \$125-150M to support Wesleyan's academic core, including endowed and current-use funds for the creation of new interdisciplinary colleges, the addition of faculty positions, and research across the curriculum. The remaining \$100-150M of the campaign total will be current-use dollars raised through the Wesleyan Fund to support annual operating budgets.

Financial, Academic and Other Planning

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

Academic planning is overseen by the Senior Vice President for Academic Affairs & Provost in consultation with faculty governance (especially via the Educational Policy Committee of the faculty; see Standard 3). In the last two years, short-term academic planning has been focused first and foremost on responses to the pandemic, and already it is clear that lessons learned about pedagogy, community, and online instruction will inform planning long into the future. Changes to the academic program are discussed in Standard 4, but two prospective changes are worth noting here. Sometimes planning is influenced by changes on campus, and this is the case with the Center for the Arts, where the search for a new director has prompted a reconsideration of the Center's structure. Plans now are to return it closer to its original vision of artistic and interdisciplinary experimentation. And sometimes our planning responds to changes in the larger world, as is the case with our plans to reshape our curriculum in light of advances on the big data landscape and new computational and communications technologies. Although many disciplines here have data and methods to approach questions related to big data, we believe that more robust examination from multiple disciplinary

perspectives would increase student and faculty engagement and lead to more comprehensive understanding of social problems and viable policy responses to them. Consequently, plans are being drawn up for a College of Computational Studies that will support multidisciplinary collaboration, advance utilization of advanced computational/data analysis methods and foster an environment that engages students in collaborative and experiential learning activities.

A key planning committee for Wesleyan is its Enrollment Management Group, co-chaired by the Vice President & Dean of Admission & Financial Aid and the Senior Vice President, Chief Administrative Officer & Treasurer and consisting of representatives from admission and financial aid, finance, academic affairs, student affairs, and institutional research. This group is responsible for monitoring, balancing, and planning related to Wesleyan's study body size, educational capacity, and the institutions' financial needs. Members meet 2-3 times each term to examine, plan, adjust, and understand actual and projected enrollment patterns. With enrollment data on hand, the group works to ensure that appropriate levels of academic offerings and student services are being offered and sets annual and long-term admission targets with an eye toward the student experience, university capacity, and financial stability.

Appraisal

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

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

The well-established collaboration within our Enrollment Planning Group proved especially useful in helping Wesleyan navigate the uncertainties of the pandemic. Frequent communication, revisions of assumptions, and modeling of enrollment behavior allowed us to adjust our actions to address enrollment, academic and student needs. Naturally, this group

was in close contact with the Pandemic Planning Committee, providing it with frequent – often daily – updates.

We continue to reap the benefits of our 2015-16 facilities planning with Sasaki consultants. The principles established then have guided us since – notably in transforming formerly wasted empty space into heavily frequented space for collaboration and social interaction (e.g., Science Tower lobby). Our creation of vignettes – typically in large open spaces or outdoors – before the pandemic hit proved especially timely when social distancing became the norm. These planning principles continue to be implemented (see Standard 3), for instance, in our renovation of the Public Affairs Center.

EVALUATION

Description

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

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

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

The Office of Student Affairs pulls together evaluation data from its staff, required to reflect upon and describe their major accomplishments for the year and the challenges faced.

Specific units comprising student affairs have their own dashboards and share narratives that describe interesting changes, how they make use of data to inform future work, and recommendations for efforts going forward. This information is then used to improve processes and plan for the upcoming year.

Appraisal

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

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

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

Projection

Wesleyan will continue to engage in regular long- and short-term planning that realistically balances institutional aspirations and constraints. Post-COVID, for example, the Library and Academic Affairs will launch a strategic planning process involving various campus stakeholders. But with *Towards Wesleyan's Bicentennial* in place, the focus going forward will be on the allocation of resources so as fulfill its objectives. The flexibility of the plan, and more importantly the confidence stemming from our responses to the challenges posed by the pandemic, should allow the University to remain agile and adapt to new opportunities or unexpected challenges.

With respect to the collection and analysis of data so key to our evaluative processes, that challenges outlined above are being addressed. In fall 2021, Wesleyan began in earnest to begin the search for the replacement for its older ERP systems and continues to explore the extent to which new technology can resolve some of our data challenges. Our Chief of Staff & Director of Strategic Planning has begun to reconstitute a group to work on improving our data capabilities. As a first step in this effort, she has polled key University offices and data users to examine our current strengths and weaknesses related to collecting, sharing, and analyzing data and to develop a long-term plan for improving our use of data at Wesleyan.

STANDARD THREE: ORGANIZATION AND GOVERNANCE

Board of Trustees

Description

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

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

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

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

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

Appraisal

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

calls – recently replaced by zoom meetings – and conversation with individual trustees and emeriti.

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

While the Board is careful not to become overly involved in the daily tasks of management better left to the administration, it does get involved in strategic planning with the President, with input from faculty, students, and staff. Over the past two years, drafts of a new strategic framework for planning, *Towards Wesleyan's Bicentennial*, were discussed at Board meetings, and a final version was adopted by the Board in November 2021. The university's mission statement is featured at the head of the Trustees website and often cited in discussions of strategic planning.

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

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

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

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

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

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

While the Governance Committee of the Board continues to focus on developing the pipeline for new trustees, it has in recent years been more involved in assessing the work of the Board. In April 2014, the Committee conducted an online survey of trustees to examine the five areas of Board governance: communication, leadership, commitment, function, and structure. As a result, several changes were made: Governance now reports out at the full board meeting (in addition to executive session) so as to increase transparency of its work, and the other committees have been encouraged to give more detailed reports than they had previously; and in this age of zoom meetings, trustees have been invited to attend standing committee meetings even if they do not serve on that committee, as observers.

The following year, the Governance Committee used survey input from trustees as part of the process in selecting the next Chair, Donna Morea, the first woman in Wesleyan's history to serve in that capacity. In April 2017, it conducted a second survey examining the five areas of Board governance. Survey participation was strong, with all 33 of the invited trustees taking part (100%). In November 2018, the Governance Committee of the Board of Trustees conducted an online survey to collect the Trustee's input as the first step in selecting the next Chair. Survey participation was moderate with 25 of the 32 invited Trustees taking part.

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

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

In 2021, the Board – after consultation with the Governance and Trustee Leadership Committees – asked Ron Ashkenas '72, a consultant who has helped the university in the past, to undertake an external review of Board effectiveness. See below.

Projection

While the Ashkenas review of Board effectiveness was positive, there were recommendations made that the Board will take to heart going forward. The Governance Committee will continue to take a longer-term strategic view of board composition – with an eye on sectors other than finance and business and finding trustees from other parts of the world. The TLC will assist committee chairs with clearer goals and expectations, and trustees will identify particular areas of individual interest in advance of board service so that committee assignments can be sharpened.

Administration

Description

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

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

As of Fall 2021, there are about 750 staff members. Organization charts can be found on the University website, including [here](#). Administrative and HR policies are available in recently revised [Staff Handbooks](#) and Supervisor Guides available to managers in Wesportal. All employees receive an annual reminder of the university's [Code of Conduct](#) and associated expectations and requirements.

Appraisal

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

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

The 12-member Cabinet now includes the Chief Investment Officer and the University's General Counsel & Secretary, added because they are responsible for areas of the University with immediate implications for every facet of university operations. The President wanted the endowment team to be fully informed about how their stewardship of our financial foundation

affects everything we do, and he wanted the Cabinet to realize the legal issues and the risk management that should be part of their standard practice. During the pandemic, the chair of the Pandemic Planning Committee was asked to join Cabinet meetings. Cabinet meets less frequently than in the past as there is more collaboration on operational issues across Cabinet areas. Specific collaboration areas are developed over the course of the Cabinet retreat and inform work over the course of the year; in 2020/21, the area was Equity & Inclusion. And there are a number of collaborative efforts among administrative departments: Academic Affairs is working with Student Affairs on academic advising; Advancement is working with Admissions on better connecting data to track a student's journey; Advancement is working with Communications on the next campaign; etc.

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

An effort has been made to promote increased decision-making autonomy at the level of the SVPs and Cabinet and to increase collaboration across the administrative divisions. Collaboration is also encouraged at other levels of the administration through temporary cross functional project teams. The Pandemic Planning Committee, financial aid working group, task forces around international admissions and various building (Gallery, Science, PAC) committees are examples. Cross-functional teams proved effective in meeting challenges posed by the pandemic. At the same time, there is more work to be done to ensure the administration meets often and effectively enough with students; it is not always clear how well information communicated to the WSA gets passed on to other students.

The decision-making process around administrative and financial decisions typically includes numerous consultations with faculty, staff, and students. Transparency in the decision-making process is a priority as is the timely communication of administrative decisions. Committees engaged in financial consultation typically receive the same level of information that is shared with the Cabinet and the Board. During the pandemic, the pace of information sharing via faculty and staff fora was increased as was the frequency and detail of campus-wide communications about operations and finances. The pandemic caused some turbulence in these two areas. With respect to finance, salaries were temporarily frozen but not reduced (though a few senior administrators took voluntary reductions), and while consideration was given to cutting retirement benefits and furloughing staff, in the end neither of these took place. The Budget Priorities Committee, the Compensation and Benefits Committee and the Faculty Executive Committee were all involved in these deliberations.

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

Projection

In rising to the challenges posed by the pandemic, there has been remarkable cooperation among the various constituencies here, suggesting stability in current forms of internal governance.

Faculty

Description

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

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

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

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

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

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

Appraisal

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

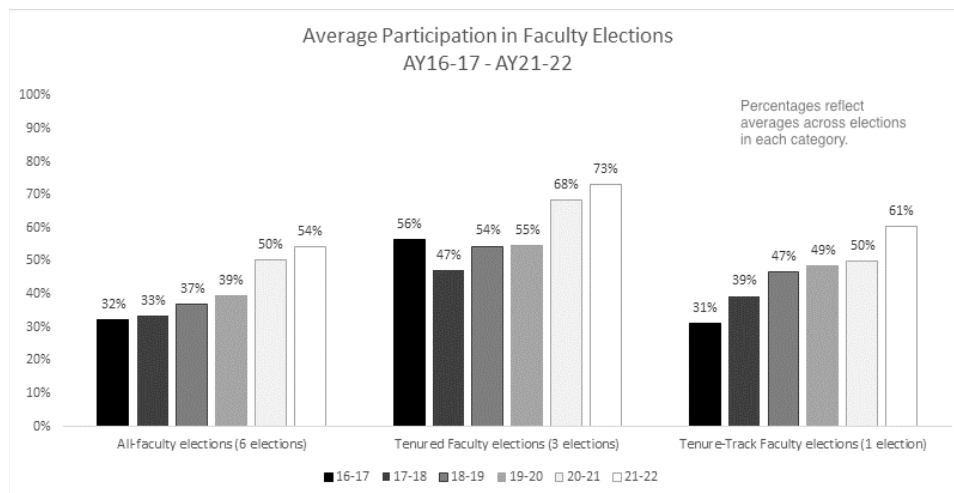
Small standing committees that existed at the time of the last report (e.g., Merit, Academic Review, and Library) are now under different purview or replaced with ad hoc committees. Ad hoc committees are commissioned as needed to look at a particular issue in depth and to make recommendations. Recently,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

Changes made in governance structure since the last report include the attendance at FEC of chairs of the standing committees of Academic Council and also the most recent past Chair of the Faculty. As noted in the 2012 interim report, it is also relatively recent that the Chair of the Faculty attends Cabinet meetings. Another somewhat recent change is that, because the [Professor of the Practice \(PoP\) position](#) has now been regularized, individuals in this position are included in some facets of faculty governance. Notably, an elected PoP representative has been added to the Compensation and Benefits Committee, and there have been recent calls by PoP faculty for increased representation on other committees as well. The changes to date, which have been made to increase transparency and communication, have been positive ones. In particular, the increase in substantive meetings between faculty committees and the president has contributed to a cycle of communication between faculty and administration that has defused potential misunderstandings and given faculty more opportunities for meaningful input into administrative decisions.

At the time of the 2012 report, there was interest in increasing faculty participation in governance. Attendance at faculty meetings was less than 50%, voting in faculty elections was at about 35% and some faculty found themselves being repeatedly elected to committees. A number of measures were taken to increase the number of faculty participating in service. These measures were recommendations of the Committee on Faculty Service Contributions, an ad hoc committee for the study of equitable faculty participation in governance. One change made was to reduce the duration of a term on the Advisory Committee from three to two years. This resulted in slightly greater reliance on the Academic Secretary and Provost for continuity across years but, on balance, has been a positive change. Another change was the creation of a leadership award for faculty (similar to awards given for teaching and research) to recognize and promote significant leadership contributions. A proposal of the ad hoc committee not fully considered yet is the filling of positions by random selection (rather than election) to ensure broad participation. This proposal will be considered more fully in the coming year.

Measures were also taken to increase participation in faculty elections and attendance at faculty meetings. Changes in voting procedures initiated several years ago—including a posted voting calendar each spring, repeated reminders to vote, direct links in emails to online ballots, and immediate reporting of the percentage who voted following each vote—appear to

have successfully led to increases in participation in elections, resulting in over 50% of faculty (a 20% increase from five years ago) voting in elections this year (see graph below). Also, by vote of the faculty, monthly meetings were moved several years ago from late afternoon to noon time to reduce conflicts with parenting responsibilities. And, more recently due to covid, meetings were temporarily returned to late afternoon but held remotely, and then returned to noon but still remotely. Remote meetings led to some increase in meeting attendance. Attendance in 2020-21 ranged from 20-45%, whereas attendance was more consistently around 25% prior to that time. We are currently discussing ways to keep desirable elements of covid-related changes, such as perhaps moving to a hybrid online and in-person meeting format.



Additional changes include that a Moodle page was created to facilitate faculty discussion outside of meetings. It is still used and has had some value but has not been a significant source of faculty participation. Discussions are ongoing about other platforms for increasing engagement outside of large meetings. Work is also ongoing to make faculty governance, the nature of various leadership roles, and policies regarding service more transparent to faculty (e.g., through revised faculty-oriented web pages, faculty workshops).

Projection

We anticipate continued efforts will be made going forward to increase broad participation of faculty in governance, such as through hybrid meetings and by identifying mechanisms to further increase the number of different faculty in elected positions (an issue being considered by the ad hoc Committee on University Service). We also expect work to continue towards increasing the transparency of the faculty governance structure and towards promoting opportunities for faculty leadership (e.g., through the work of the Center for Faculty Career Development and its website resources). Finally, while the consultation of faculty by the President and Provost has been meaningful and extensive, there are other administrative areas more distant from faculty yet dealing with matters of

faculty concern – such as admissions and communications – where closer connections to faculty would be beneficial, and we anticipate that these connections will grow.

STUDENTS

Description

The Wesleyan Student Assembly (WSA) represents undergraduates and advocates for their interests. The WSA is composed of 36 members across four class years, among them a President, Vice President, Chief-of-Staff, and five other committee chairs who compose the Leadership Board. Leadership Board members act as the WSA leadership and serve as student representatives to the Wesleyan Board of Trustees. The WSA holds elections every semester, in which students vote for their representatives, and the President and Vice President are elected directly from the student body with a year-long term. The WSA Constitution and by-laws govern the general structure of the assembly and its elections.

Apart from the Leadership Board, there are five other permanent standing committees: Community Committee, Student Life Committee, Academic Affairs Committee, Student Budget Committee, and Equity and Inclusion Committee. Each representative, excepting the President Vice President and Chief-of-Staff, serves on one of these five standing committees. The standing committees have sub-committees, which include WSA representatives, non-representatives, staff, faculty, and administrators in their composition, varying for each committee.

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

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

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

Appraisal

The WSA regularly conducts student surveys and creates an annual demographic report to guide its work in supporting the student body. This spring, assessment will focus on the process of electing members and the onboarding and orientation of those elected.

Since the last self-study, student satisfaction rates with student government have ranged between 42% and 72%. There was a noticeable dip that began with Class of 2014 (59%) and grew worse with the Class of 2015 (42%). But since then, satisfaction rates have steadily improved. For the last three graduating classes for which we have data, satisfaction rates have been in the high 60s, close to where they were a decade ago. (Survey data in 2017 indicated relative dissatisfaction with student government among international students, though it was never clear why.)

In 2017, the WSA restructured itself to center issues of Equity and Inclusion in its work. To achieve those ends, the WSA became bicameral: the Senate, as described above, and a House, which intentionally brings in members of the community for issue-based work and special projects. With lower barriers to entry, the House aimed to make the work of the WSA more accessible for more members of the campus community. Furthermore, the WSA created a stipend for Senators who receive financial aid, to make service more accessible and to create an Assembly that more accurately reflects Wesleyan's diverse student body. In 2019, the WSA removed the House, as it had not succeeded in being a successful means for outreach to the community. In 2020, the WSA created the Equity and Inclusion Committee to better focus those efforts across the assembly's work.

The WSA has also made efforts to encourage more participation in elections, especially among members of historically marginalized communities. Per regular surveys of WSA Senators, the WSA has, over the past few years, had equal or greater representation of target student populations. Further, the past two years have seen massive growth in the number of first-year students seeking election to the WSA in their fall semester. Focus has now shifted to the retention of senators beyond their first term.

The WSA has played a significant role in the University's response during the pandemic (Spring 2020-present). Members of the WSA have worked closely with Student Affairs and Academic Affairs on such issues as: developing pandemic-related safety protocols and a related code of conduct; advocating for the student experience regarding grading modalities, withdraw policies, syllabus requirements and other curricular issues; and partnering on issues around wellness and mental health. The partnership developed early in the pandemic continues and has resulted in new connections between the WSA and other areas of the institution with members of the WSA meeting regularly with the Vice President for Student Affairs, the Senior Vice President for Academic Affairs and the Director of the Pandemic Planning Committee and Dean of Students. That new relationship has supported work in other areas, most notably Equity and Inclusion.

Some recent accomplishments of the WSA include creating the Textbook Exchange Program, providing student input across a host of policies regarding COVID-19, introducing a

syllabus policy, advocating for increased mental health support on campus, and advocating for students from marginalized communities. A 2021 PowerPoint presentation to the faculty by the WSA about its work can be found in the workroom [here](#).

Projection

Current issues include Covid-19 policies, developing and maintaining student organizations, achieving financial stability, and ensuring equitable policies across all campus offices. The WSA will be addressing these through its participation in committees focused on Covid-19 policies, maintaining the University Organizing center and developing programming for student group leadership transitions, and through relationship-building with administrators in order to best communicate student input. For financial stability, the WSA currently possesses a reserve of around \$250,000 in leftover funds from the 2020-21 academic year, which will serve as carryover money to delay raising the Student Activities Fee until necessary.

It is anticipated that the WSA will continue its recent trajectory towards greater accessibility and financial strength. The WSA is well equipped to handle financial instability given its endowment and its fixed operating budget, which is not dependent on or sourced from the endowment. One major financial issue will be the policy governing the WSA endowment, which currently privileges the long-term over the near-term, and whether such a stance should be re-examined.

On the policy front, the WSA will also likely be grappling with issues of financial aid, judicial policy, academic departments, alumni relations, and technology, all of which seem to be on the brink of re-evaluation at the University level. In the near future, the WSA will take up the theme of “cultivating community” and work to facilitate and improve collaborations and partnerships among diverse community members in all areas of campus life.

STANDARD FOUR: THE ACADEMIC PROGRAM

Overview

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

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

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

Description

Undergraduate Programs

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

BA degree: Wesleyan University offers [45 majors, 32 minors, and 3 certificate programs](#) in the BA program for an undergraduate population of approximately 3,200 students. There are four requirements students must meet to receive the BA degree: (1) completion of requirements for a major; (2) completion of 32 course credits, no fewer than 16 of which must be earned at Wesleyan or in Wesleyan-sponsored programs; (3) a cumulative grade average of 74 percent or work of equivalent quality; and (4) at least six semesters in residence at Wesleyan (this is for full-time students for students entering in their first year; students entering as sophomore transfers must have at least five semesters in residence at Wesleyan as full-time

students; and students entering as midyear sophomores or junior transfers must have at least four semesters in residence at Wesleyan as full-time students).

A semester in residence is defined as any semester in which a student (1) attends classes on the Wesleyan campus (the definition of “on campus” extends to Wesleyan fall or spring courses offered remotely due to the Covid-19 pandemic), (2) has attempted at least three credits, and (3) received at least one grade.

In fall 2021, there were 3,233 BA students enrolled on campus who hail from 48 states, Washington, D.C., Puerto Rico, and Guam, and 61 foreign countries. Thirteen percent of BA students are first generation college students and 15% receive Federal Pell grants. Just over half of all BA students are women (56%; 44% men). International students comprise 10.6% of the student body and 31% of all domestic students identify as students of color: 10.6% Latino or Hispanic; 7.9% Asian or Asian American; 7.0% two or more races; 5.3% Black or African American; and 0.1% Native Hawaiian or other Pacific Islander). An additional 31 students studied abroad in fall 2021 (this is down from the usual 200 each fall due to the pandemic).

BLS degree: The Bachelor of Liberal Studies (BLS) degree was approved by EPC and the faculty in spring 2019. This new degree has four intended audiences: (1) students in our Center for Prison Education (CPE) program who have completed an AA degree through our Middlesex Community College (MxCC) partnership; (2) Wesleyan staff, and domestic partners of Wesleyan faculty and staff; (3) former Wesleyan students who for a variety of reasons were unable to complete the BA degree; and (4) other persons who are unable to commit to completing the residential BA in 8 full-time semesters but otherwise meet our admissions standards (as approved by the faculty, this category is limited to 10 new students per year to ensure that the program does not place a strain on demand for seats in classes).

The BLS, which is run through the office of Continuing Studies and is overseen by a faculty governing board, provides a more flexible and affordable path to a bachelor’s degree. While students in the BLS have the option to complete one of the 45 BA majors, BLS students may also major in one of three general concentrations: (1) arts and humanities; (2) social and behavioral sciences, and (3) natural sciences and mathematics. The four requirements for completion of the BLS degree are similar to those of the BA: (1) completion of requirements for a major or concentration; (2) completion of 32 course credits, no fewer than 16 of which must be earned at Wesleyan or in Wesleyan-sponsored programs; (3) cumulative grade average of 74 percent or work of equivalent quality; and (4) at least 16 credits earned through Wesleyan courses (may include courses taken via the regular fall and spring semesters, Summer Session, Winter Session, GLS courses taken for undergraduate credit, or the Center for Prison Education).

In March 2020 NECHE approved our substantive change application requesting permission to offer the BLS degree at two new locations – Cheshire Correctional Institution and York Correctional Institution – allowing us to grant a BLS to students enrolled in the Center for Prison Education program at these two institutions. Wesleyan has offered courses through the Center for Prison Education (CPE) program since 2009 and has been in partnership with MxCC since 2016 to offer students at those institutions an AA degree. We awarded the first BLS degrees to CPE students in May 2020.

Graduate Programs

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

PhD degree: The doctoral degree is offered in Biology, Chemistry, Mathematics, Music (ethnomusicology), Molecular Biology and Biochemistry, and Physics. Wesleyan's Music department has a particularly strong international reputation for the quality of its graduate program in ethnomusicology, with many graduates now leaders in the field ([link to 2018 report](#)). All enrolled PhD students receive a stipend, set to \$2,980 a month in 2021-22, though Music students receive a bit less. The stipend is intended to allow the student to concentrate on their studies, not as payment for work. Graduate stipends increase yearly at the same rate as the faculty salary pool. PhD students on stipend are involved in teaching, but generally do not teach their own classes, except for a few in Mathematics.

MA degree and BA/MA program: Wesleyan regularly awards MA degrees in the sciences and in music (composition and ethnomusicology). Any other department may award an MA degree in special situations, but that has not happened in the last 10 years. Astronomy, Earth and Environmental Sciences, and Music have stand-alone two-year master's programs for which they recruit outside students every year. These students receive the same stipends as doctoral students, though again Music students receive less. The other science departments occasionally award terminal MA degrees to students who entered as doctoral students, and sometimes for other reasons. For example, it is not uncommon for a Mathematics PhD student to receive an MA in Computer Science along the way to the PhD, thereby improving job prospects.

Wesleyan also has a BA/MA program available only to Wesleyan undergraduates in the sciences. Through this program, a student receives a BA in the 4th year as usual and stays an additional year tuition-free to receive an MA in a 5th year. These students do not receive a stipend in their MA year, but there will be significant financial aid available to cover living costs beginning in 2022-23. Students apply to their department in the fall of their senior year and should have already begun the project that will become their MA thesis. Departments rank applicants, and there is a faculty admissions committee led by the Director of Graduate Studies to balance the limited number of slots (23 for fall admissions; 1-2 for spring admissions for students who are off cycle) across departments. A student who does not complete the MA in the 5th year may have one additional year for thesis writing if necessary.

MALS and MPhil: Wesleyan's Graduate Liberal Studies (GLS) program, which offers the MALS and MPhil degrees, was the first of its kind and is still one of the larger GLS programs in existence. The MALS and MPhil are commonly pursued by local K-12 teachers, Wesleyan staff (tuition is waived for staff), and by community members looking to pursue further liberal

education. Wesleyan undergraduates may also take GLS courses during their junior or senior years.

Appraisal

Undergraduate Programs

BLS Degree: This degree program launched in fall 2019, and as of fall 2021, the BLS student population consists of: 14 students in the Center for Prison Education (CPE); 1 former CPE student; 1 Wesleyan staff; and 1 student in the category of “other.”

We have experienced a number of challenges as we implement this new degree program. One challenge has been integrating the new program into all of our systems. Fitting it into our student information system (PeopleSoft) and our academic regulations, for example, has proved more challenging than anticipated. For the 2020-21 academic year (which was the first year we had students taking classes on campus who were not covered by Wesleyan’s staff tuition benefit) we were unable to offer federal financial aid to BLS students because staff did not have time available to go through the application process to gain approval, though Wesleyan provided Pell-equivalent scholarships to eligible students that year. We began offering federal aid to BLS students as of the fall 2021 term.

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

Despite these challenges in the initial implementation of the BLS, the program is successfully serving its purpose of providing access to a Wesleyan undergraduate degree to the students in our CPE program, and a few Wesleyan staff, as well as some former BA students. As we look to the future, one of the goals for the CPE program is to raise funds to help underwrite BLS tuition for former CPE students after they are released from prison because even though BLS tuition is approximately half the cost of BA tuition, it is still unaffordable for many.

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

The biggest curricular change in the past few years is the approval in 2019-20 of a new interdisciplinary College of Education Studies (CES), which now offers a linked major in addition to the existing minor in Education Studies. The college is co-chaired by tenured faculty from the

psychology department whose research includes education. As of fall 2021, an additional 14 faculty members have joined the college as [core faculty](#), and 9 as [affiliate faculty](#). CES hired a new tenure-track faculty member, a Provost's Equity Postdoctoral Fellow, and 4 per-course visitors (3 of whom are scholars of color).

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

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

Wesleyan's academic program is overseen by Academic Affairs (including the provost, associate provosts, and divisional deans), the Educational Policy Committee of the faculty (EPC), and the faculty more broadly. The departmental external review process brings important external voices into regular review and oversight; as noted in Standard 2, Academic Affairs expects all academic units to engage in a self-study and external review process approximately once every ten years. Traditionally, Academic Affairs had planned for 3 external reviews each year (one from each division), but as the number of academic units has grown and other units have been added to the list (library, athletics, Center for the Arts, Continuing Studies, etc), the process has fallen behind schedule. To get back on track with the “every ten years review,” we have decided to increase the planned external reviews from 3 per year to 5-6 per year and set aside additional funding for that purpose. [\(link full list of reviews\)](#) We have also developed [guidelines \(link\)](#) to guide units through the self-study and review process. The intention is for external reviews to provide the academic unit, Academic Affairs, and EPC with: (1) an overview of the unit's articulation of its educational objectives, (2) an assessment of its effectiveness in meeting those objectives, (3) the range, balance, and strength of the curriculum offered with respect to the current state of the discipline, and (4) the unit's vision for the future.

One example of a recent productive external review process is the 2019-20 review of the College of East Asian Studies (CEAS). Five years earlier the department of Asian Languages and Literature merged with the East Asian Studies program and the Mansfield Freeman Center for East Asian Studies to form the CEAS, which since then has seen near-total turnover among faculty as well as a significant demographic shift among students (from majority white American to majority Asian and Asian-American). These changes have occasioned a deep rethinking of the curriculum and College. After a thorough self-study process and external review, CEAS implemented the following curricular changes: (1) streamlined concentrations from six to four; (2) changed the premodern requirement from one course on Japan and one course on China to a single “foundations” course that covers Japan, China, and Korea to (a) give students a more coherent experience in the major and (b) enhance the Korean content so it was more co-equal with the other two countries (this course now serves as a large gateway

course and is timed for the second semester first year, concurrent with the canonical timing for declaring the major); (3) changed the timing of the pro-seminar course from the spring to the fall of sophomore year, immediately after they declare the major which helps with cohort-bonding; (4) increased the methodological training in textual analysis in the pro-seminar; (5) shifted study abroad from a “requirement” to an “expectation” to make the CEAS major accessible to more students; (6) formalized a commitment to offering 3+ years of Korean language (nearly on par with the Chinese and Japanese language offerings); and (7) developed more pan-Asian courses and hence more courses with Korean content.

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

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

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

In recent years we have seen a growing number of students choosing to double major (currently 45% which is double 2004 levels). We are watching this trend closely because while it may seem as though double majors would engage in curricular breadth, our data shows that double majors take courses in fewer subjects (between 2004-21, on average double majors took classes in 12 different subjects compared to single majors who took classes in 14 subjects) so we have some concerns that multiple major requirements may actually prevent students from the kind of exploration that Wesleyan encourages.

The Class of 2025 entered in fall 2021 with 910 new students – by far, the largest class ever to matriculate at Wesleyan. This reflects both a significant number of pandemic-related deferrals we felt morally compelled to approve and better than predicted yield on Regular Decision offers. Nevertheless, we anticipate difficulties with respect to course access and

residential life as this class moves through the program. Academic Affairs is gathering data on the curricular demands and making plans to hire additional faculty to meet the needs of this larger-than-usual student population. To avoid the prospect of, once again, over enrolling and compounding challenges, the Office of Admission's yield model has been adjusted and the University has reduced the Class of 2026 target range by 15-20 students.

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

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

The task force met every other week during the 2021-22 academic year to review recommendations from previous advising task forces, gather new data, reach out to peer institutions, and seek faculty and student feedback via meetings with EPC, student focus groups, and an open forum for faculty and students to develop recommendations to improve the student advising experience, particularly during that first summer and first year on campus. A few changes have been implemented already as a result of this task force: (1) a pilot is being developed to provide summer advising together with more intensive advising during the first year for a group of students identified by Admissions as likely to benefit the most; (2) a new "Academic Roadmap" tool was developed for the incoming class to provide more streamlined academic advising information over the summer while they are selecting their fall courses; and (3) we are piloting a program in which faculty in small departments become "back up" pre-major advisors for large departments with heavy advising loads to help even out faculty

advising loads. The task force's final report ([link](#)) includes a number of other recommendations that require further discussion before implementation.

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

In addition to the standard academic year curriculum, Wesleyan offers optional courses via intersessions. Summer Session offers courses in two 4-½ week sessions from the end of May through July. While this program is open to anyone, the vast majority of participants are current Wesleyan undergraduates, with a few students from other colleges and a small number of PreCollege students. Winter Session offers courses in a 2-½ week session in January before the spring term begins. Due to the calendar and the lack of housing for those not already housed on campus, Winter Session attracts very few non-Wesleyan students. The sudden move to a fully online Summer and Winter Session (due to the pandemic) led to a tremendous rise in enrollment (Summer jumped from 63 enrollments in 2019 to 240 in 2020 and 205 in 2021, and Winter jumped from 98 enrollments in 2020 to 253 in 2021 then back down to 106 in 2022). We cannot be certain that high enrollment levels will remain post-pandemic, but online offerings should allow more students to participate. In October 2021, faculty approved a 3-year pilot to offer a mix of online and in-person courses in Summer and Winter Session.

Students may also obtain credit toward the Wesleyan degree for courses taken during the academic year at another accredited U.S. institution or in the summer session of another accredited U.S. or international institution if (1) the courses have been approved in advance by the relevant Wesleyan department, program, or college, and (2) the grades in the courses are C- or better. (Courses taken prior to matriculation do not require preapproval and may include courses taken at an accredited international institution during the academic year.)

Departments, programs, or colleges may impose other conditions for the transfer of credit, such as a higher minimum grade, review of coursework, passing a departmentally administered exam, etc. The Wesleyan academic record will not reflect grades earned at another institution; only credits may be transferred. The final amount of credit transferred to the Wesleyan transcript will be determined in accordance with Wesleyan's policy on transfer credit and the evaluation of the appropriate department. (As a guideline, it should be noted that one Wesleyan unit is equivalent to four semester hours, or six quarter-hours.) A BA student may

post a maximum of two non-Wesleyan credits (2.5 credits with a course that offers a lab) in any given summer. Study-abroad credits earned by students who currently are withdrawn or required to resign will not be accepted.

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

Wesleyan's Athletics department offers 30 varsity sports (15 men and 15 women), 20 club sports, 12 intramural activities, and a comprehensive physical education curriculum for credit. Approximately 900 Wesleyan students each year participate in various components of the overall program. Wesleyan supports varsity sports for men and women on an equitable basis. Wesleyan is a member of the New England Small College Athletic Conference (NESCAC) and shares its premise that athletes are representative of the entire student body and that athletics operates in harmony with the educational mission of the institution. In addition, the department offers a broad range of intercollegiate teams that encourage scholar-athletes to develop their skills and themselves to their full potential and to benefit from the lessons learned from perseverance, competition, sacrifice, and teamwork. Moreover, the department provides a wide array of skill activities that encourage students to develop the habit of leading a healthy and balanced life. Coaches, as members of the faculty, serve as academic advisors to first- and second-year students. (For more on Athletics, see Standard 5.)

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

Integrity in the Award of Academic Credit

The EPC has tasked the academic deans to review courses to ensure they are assigned the appropriate amount of credit. One Wesleyan course credit is worth 4.00 semester-hours or 6.00 quarter-hours. The expectation is that a course awarded one credit requires 120-160 hours of engaged academic work. Based on this assessment the course may be assigned .25, .50, .75, or 1.00 credit. Most Wesleyan courses are worth 1.00 credit. To set a fair time commitment expectation for students, instructors are encouraged to include language in their syllabus indicating that students should expect approximately three out-of-class hours for every class hour to complete the reading, assignments, homework, and projects and that if students are finding the time required much different from that, they should notify the instructor.

AREA OF SPECIAL EMPHASIS: DISTANCE EDUCATION

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

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

The fully online 2020 Summer Session was followed by online Winter and Summer Sessions in 2021. These sessions were very well enrolled with 3 to 4 times the usual on-campus enrollments. Online course options provide a range of benefits to students, including accessibility, affordability, convenience, and flexibility. Particularly during the pandemic, these sessions offered students struggling with their workload an opportunity to catch up on credits.

The high enrollments brought in significant unexpected revenue to the University. Last October, faculty voted to approve a 3-year pilot to allow online course options as part of Winter and Summer Session. We had planned to offer 10 online courses (out of 16) in Winter 2022 but ended up moving all Winter courses online as the pandemic worsened. We project 14 out of 26 courses in Summer 2022 will be offered remotely.

Online GLS courses had been approved by faculty in February 2015 but had not been widely implemented because the available platform (Newrow) was expensive and difficult to use. However, fully online GLS courses via Zoom went very well during the pandemic, and we plan to include a mix of online and on-campus courses going forward (although GLS students cannot currently complete a degree fully online).

Teaching in Summer, Winter, and GLS programs is voluntary, and Wesleyan faculty who choose to teach receive additional compensation. The director of Continuing Studies puts out a call for proposals to instructors and department chairs. A slate of proposed courses for undergraduates is submitted to the Deans and Provost, who review and approve a final list. GLS course proposals are reviewed by a 6-member GLS faculty advisory committee – their final recommendations are reviewed and approved by the Provost. Department chairs and instructors may choose to teach online or in person; nobody is *required* to teach online.

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

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

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

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

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

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

In evaluating our program of summer and winter online courses, the following questions are key:

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

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

member (collected from the faculty member prior to the start of each semester), types of courses offered (major requirements v. electives), enrollments, grade distributions, and graduation patterns among students who took courses during the Summer and Winter Sessions. Throughout the pilot period, we will also speak one-on-one with faculty who teach online during these sessions to gather information about the challenges they face.

AREA OF SPECIAL EMPHASIS: GRADUATE PROGRAMS AND ENROLLMENT

Wesleyan has three fundamentally different kinds of graduate programs – each with different academic (and hence) enrollment goals.

Departmental MA and PhD programs

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

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

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

- Centralization and standardization of graduate admissions letters through the implementation of Slate.
- Introduction of a graduate concentration in Planetary Science.
- Establishing a graduate student exit survey and review process.
- Establishment of 3 floating graduate stipends that departments can apply for when they become available. This was a controversial decision by the provost in 2015. It has allowed some additional graduate stipends to go to incoming faculty members and under-resourced areas, but the departments that lost stipends in this reallocation remain unhappy about it.
- Establishment of clear written standards and timelines for significant milestones (qualifying exams) and graduation.
- Initiatives to assist with the thesis writing process.

- Efforts to reduce the stress of advisor-advisee relationships through multi-person mentoring committees for each student.
- Introduction of limited budgetary flexibility around graduate stipends, beginning in 2022-23.

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

BA/MA program

Related to the traditional MA and PhD program is Wesleyan's BA/MA program, where a limited number of Wesleyan undergraduates (at most 25) can stay a 5th year tuition-free and graduate with a Master of Arts degree if they successfully defend their thesis. Similar to the MA and PhD program, we do not really have an enrollment goal for the BA/MA program. This is more of an opportunity for Wesleyan students; if they take advantage of it, that is wonderful, but it is not a problem if fewer students enroll. In practice, there are more students interested in the BA/MA program than available slots. There are also issues with access to the BA/MA program: tuition is waived, but there are still room and board costs that the students must cover, generally with family assistance. We have gradually been moving in the direction of providing financial aid for the MA year of the BA/MA program, introducing a food benefit beginning in 2015-16, and trying to address individual hardships on a case-by-case basis. Thanks to a significant gift received in Fall 2021, we will have substantial financial aid available for eligible BA/MA students beginning in 2022-23.

Graduate Liberal Studies program

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

Faculty oversight has historically come from a faculty advisory board and EPC. Beginning in 2021-22, faculty oversight of GLS has been strengthened with the addition of a Faculty Director of Continuing Studies Curriculum. We hope this will lead to even better integration between the Wesleyan faculty and the GLS program.

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

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

GLS partnerships: We are partnering with groups such as The Association of Boarding Schools (TABS), Connecticut school districts and superintendents, Alternate Route to Certification programs (ARC), and other programs involving K-12 educators who are a target market for the MALS degree. We recently restructured our Connecticut teacher scholarship program to make it available to a greater number of people (and are seeing an uptick in interest and inquiries). We also created the Education Leadership Fellows (ELF) program for teachers from TABS member schools, involving a stipend and special seminars leading to a Certificate of Education Leadership. Approaching its 4th year in summer 2022, the TABS ELF program has been very well received by boarding school faculty and administrators and has brought in a significant number of new students, even during the pandemic. We intend to widen this partnership to independent day schools (non-boarding), as well.

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

The fact that the Data First forms mash these three quite different kinds of graduate programs together may leave the impression of enrollment fluctuations that are actually not

significant. There have also been data changes and programmatic changes. In 2015, we stopped including ABD-NOT graduate students in the enrollment count (these are students who have completed all of their graduate requirements except the thesis or dissertation and are not taking classes). This led to an apparent drop in enrollment that was not real.

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

Academic Centers

The Fries Center for Global Studies (FCGS) has two overarching goals: to promote language learning and a culture of multilingualism, and to increase international and intercultural education opportunities. The first goal is pursued through innovative language pedagogy and the use of cutting edge technology, through Cultures and Languages Across the Curriculum courses in which faculty members teach stand-alone or companion content courses in languages other than English, and through the offering of flexible options for students to study languages beyond those we regularly teach (including [0.5-credit Supervised Independent Language Courses and 0.25-credit online Mango classes](#)). FCGS also convenes the Language Collective (a group of faculty who meet to discuss language pedagogy, language learning, and promotion of languages on campus), provides organizational support for an annual student-run Power of Language conference, and has an on-going Language Data Project (involving collecting, analyzing, and making available data on the degree to which Wesleyan students are studying languages).

The goal to increase international and intercultural education opportunities is pursued in a number of ways. Helpful structural changes include integrating the Office of Study Abroad into the larger team of the FCGS, thus allowing for synergistic interactions among staff promoting on-campus and off-campus international opportunities; creating a full-time Assistant Director of Fellowships to support students applying for national and international fellowships; providing shared office space and unified support for Wesleyan's 11 Foreign Language Teaching Assistants, who are visiting non-degree-seeking students assisting with language and cultural instruction in many language areas; allowing faculty to participate in FCGS as affiliate faculty members, in order to increase faculty involvement in the Center's mission; forging and strengthening partnerships with campus units with aligned missions (such as Resource Center, Office for Equity and Inclusion, and Office of International Student Affairs); and creating a redefined position of Global Marketing Specialist to oversee the FCGS and broader university communications around international issues. We have also created the Internationalizing the

Curriculum Initiative, in which faculty are given space to learn and discuss how to bring international, transnational, global, and/or decolonizing elements into their courses or departments; we publish the biweekly *Wes* and the *World Newsletter* which currently reaches more than 1000 faculty, staff, students, and alums; and we organize an annual, student-run International Education Week events.

Housed within FCGS is the Office for Study Abroad. Wesleyan sponsors three study abroad programs and has consortial arrangements with several other programs. Students also have the opportunity to study abroad through some 115 approved programs in 40 countries, and to petition FCGS for permission to participate in other study abroad programs. Wesleyan considers study abroad to be an integral part of a Wesleyan liberal arts education, so there are rigorous processes in place to evaluate existing approved programs and approve new ones. Student petitions are evaluated based on program quality and relevance to the students' academic plans. Language study is important to all these evaluations and approvals.

Forty-three percent of students from the class of 2020 spent a semester or academic year studying abroad. After the pandemic forced the suspension of study abroad for fall 2020 and spring 2021, Wesleyan had its first students abroad in fall 2021. Fall 2021 was down from a usual 200 students to only 30, but spring 2022 and fall 2022 (projected) are back to pre-COVID participation numbers. FCGS is working with academic departments to identify pathways and reduce barriers to students studying abroad with the goal of reaching 50% student participation by 2027.

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

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

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

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

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

The Center for the Humanities (CHUM) offers programming on campus that highlights the relevance of work in the humanities to public life. Each year CHUM has a theme tied to a timely issue: e.g. "[Justice and Judgment](#)" (2013), "[Mobilities](#)" (2014-15), "[Hope and Hopelessness](#)" (2016), "[Intellectual Property / Intellectual Piracy](#)" (2017), "[Rethinking Necropolitics](#)" (2017), "[Corporeal Techniques and Technologies](#)" (2018), "[Hyperbole: Sense, Sensation, Spectacle](#)" (2019), "[Revolutions: Material Forms, Mobile Futures](#)" (2019-2020). Events are free, open to the public, advertised online and through social media, and garner robust audiences.

The Quantitative Analysis Center (QAC) supports data analysis across the curriculum. Before 2012, the QAC offered one course each fall. Now that course follows a flipped-classroom project-based learning pedagogy, is offered every semester (including intersessions) and is always over-enrolled, and has received attention for attracting a high number of students of color (48% in AY2122). Since 2012, following the addition of three new full-time positions, QAC has developed 28 new courses enrolling approximately 800 students (and will develop more

thanks to a new faculty hire). QAC has also increased tutoring and course-specific workshops, including offering more than 1500 hours a year of statistical consulting services to thesis writers, faculty-student research projects, and research labs. Notably, the QAC has promoted the development of research labs in areas where lab work is not as common (e.g., <https://deltalab.research.wesleyan.edu>), increasing opportunities for using statistical computing across the curriculum. Students collaborate with faculty, present their work in professional conferences and co-author papers. At the end of the 2014 academic year, the Data Analysis Minor and the Applied Data Science Certificate were introduced. The first eligible class to complete either program (class of 2016) had 13 students enrolled. The programs quickly gained in popularity, reaching 70-80 students for recent senior classes, making the data analysis minor the largest minor on campus. Finally, one example of co-curricular activities organized by QAC is its participation every year in the American Statistical Association sponsored “datafest” event. Wesleyan typically hosts 70-100 students from five different schools. Students in small teams work on data analysis projects over a long weekend supported by QAC faculty and alumni. The teams present their work to a panel of judges (academics, industry professionals, alumni) that award the event’s three prizes.

Projection

1. As part of the latest strategic plan, a number of curricular initiatives are currently in development:
 - a) A new College of Design and Engineering.
 - b) A new interdisciplinary College of Computational Studies.
 - c) An expansion of the writing fellows program in the Shapiro Writing Center.
 - d) A number of pilot programs focused on expanding access to a Wesleyan experience to a wider and more diverse group of learners.
2. The Office of Equity & Inclusion is currently developing and expanding programs to support academic success, particularly among underrepresented groups:
 - a) WesMaSS – offering expanded workshops and facilitating conversations around metacognition, belonging, professional development, and more to first-year students in STEM whose identities are underrepresented in these fields.
 - b) First Things First - offering a summer program as well as academic year workshops and discussion spaces around community building, the university's "hidden curriculum," academic and pre-professional opportunities, etc. for incoming FGLI students.
 - c) Proposal to create a new Wesleyan Scholars Institute beginning in 2023, which would offer a 6-week intensive residential academic experience over the summer with two credit-bearing courses (one to develop quantitative skills, one to develop writing skills), tutoring and workshops, and cohort building with the aim to support students from identities that are more likely to struggle academically during their time at Wesleyan.
3. To satisfy the growing interest in our collections and to further integrate them into coursework, pedagogy, and research, we will need to pay attention to physical infrastructure concerns such as storage and security, as well as teaching spaces and

online discovery. This will be especially important for the World Music Archives and Archaeology/Anthropology collection. Extending the reach of the collections beyond campus and working with other campus collections (such as the [Joe Webb Peoples Museum of Natural History](#)) will require adjustments in staffing and budgets.

STANDARD FIVE: STUDENTS

Admissions & Financial Aid

The Offices of Admission and Financial Aid collaborate closely to bring to campus undergraduates who are poised to both thrive in Wesleyan's rigorous academic environment and make substantive contributions to our dynamically diverse community. Using various mediums, print and digital, the Office of Admission actively recruits students from diverse geographic, racial/ethnic, and socioeconomic backgrounds with a wide range of academic and cocurricular interests. Each year, the Wesleyan admission committee carefully considers approximately 13K candidates in three application programs: two binding early decision and one regular decision that allows admitted students to weigh options in the spring. Financial aid is based on a combination of the student's and family's ability to pay, and awards consist of federal and state aid, and institutional grants. Committed to access and affordability, Wesleyan meets 100% of admitted students' demonstrated financial needs. The proportion of newly enrolled students receiving aid in academic year 2020-21 was 42%, where aid is defined as "grant or scholarship aid received from the federal government, state/local government, the institution, and other sources known to the institution." The prior year (2019-20), it was 37%.

Appraisal

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

Although for several decades Wesleyan proudly admitted domestic first-year candidates regardless of their ability to pay, in the spring of 2012 President Roth introduced an initiative that changed Wesleyan's approach to financial aid. The initiative established a "discount rate" that intended to be simultaneously as generous as possible and financially sustainable. Whereas just under a third of the University's tuition charges went to financial aid at the time of adoption, today the discount rate approaches 37%. Leveraging a budget of nearly \$65M, Wesleyan remains committed to meeting the full demonstrated financial need of admitted students without increasing required student indebtedness. The maximum amount a student would need to borrow on their journeys to the alumni ranks is \$19K. Although the initial reviews of applications by admission deans do not consider students/families ability to finance a Wesleyan education at all, committees are somewhat conscious of budget constraints when deliberating to craft the class. Thanks to impressive fund raising and gifts to the endowment, Wesleyan has built a more generous and sustainable financial aid program during President Roth's tenure. Recent initiatives have simultaneously sought to increase access, reduce

families' and individuals' long-term financial burdens, and ensure that high need students in particular are appropriately supported. Beginning with the class entering in 2021, Wesleyan increased its No Loan threshold for domestic students whose families earn \$60K or less (with typical assets) to \$120K. At the same time, we committed to providing “start-up” grants of \$500 for high-need students regardless of citizenship. Beginning with the Class of 2024, high need students who could not demonstrate proof of comparable health insurance were provided grants affording them access to care while enrolled.

Keenly aware of shifting demographics, Admission has sought to broaden its geographic reach and stimulate applications from international students as well as those in the U.S. outside the Northeast. For only the second time in history, Wesleyan received more than 13,000 applications during the 2020-2021 admission cycle. In addition to challenges posed by the pandemic, colleges, and universities like ours are bracing for a much-feared “demographic cliff” — a steep drop-off in traditional college-age student enrollment beginning in 2025. Our goal is to maintain or grow applications in the Northeast while continuing to increase applications from farther afield. Despite a 23% increase in applications since 2010, the Office of Admission has only expanded its professional staff by 1 (14 deans as of FY 2021). Clearly, further application growth will require support and assistance from many other University partners.

Wesleyan continues to think of “diversity” in all its manifestations and seeks to create a diverse undergraduate community. As champions of equity, inclusion and belonging, Admission takes special note of strong applicants who are of extremely modest means, first-generation-college, international, from outside the Northeast, and of varied educational backgrounds, as well as those whose race and/or ethnicity have historically been marginalized in the Academy. Wesleyan’s longstanding commitment to bring more domestic students of color to Wesleyan was bolstered by our partnership with QuestBridge. Over the past thirteen years, we have enrolled more than 300 Quest Scholars through both the National College Match and regular decision processes. While our QuestBridge partnership is focused on bringing to campus talented low-income students, the majority of those who end up coming are students of color. Making Wesleyan more international and affordable remain important institutional priorities. International applications have increased 100% since 2010. In 2014 Wesleyan partnered with Posse and committed to bringing 10 Veteran Scholars to campus annually. Wesleyan’s six-year graduation rate for first-year students who entered in the fall of 2014 is 91% overall. Details can be found in Standard 8.

Student Services and Co-Curricular Experiences

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

Academic Affairs (through Institutional Research) and Student Affairs continue to work. (See Standard 8.)

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

Appraisal

[New student orientation](#) has evolved into a hybrid program, providing virtual/remote content prior to students' arrival followed by in-person, community-building on campus. Orientation programming provides introduction to curricular and co-curricular services. An important component of orientation is the annual [common reading program](#), whose theme alternates annually between environmental and E&I issues. Each student is asked to write and submit (in their portal) a reflection paper on the chosen book prior to arrival. On campus, there is typically a keynote address by the book's author with follow-up small group discussions facilitated by faculty and staff members. Participation in this program is consistently at 90% or better.

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

Student Government and Leadership

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

committees, departmental majors committees, various student life committees, and even on the subcommittees of the Board of Trustees.

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

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

Residential Life

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

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

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

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

As noted above, Wesleyan has a diverse housing stock to accommodate all undergraduates. Wood frame houses are a popular option, but their condition continues to deteriorate. A number of houses sit vacant for that reason, and several more are not occupied to capacity because they lack sprinkler systems. Many have accessibility challenges, lack

consistent Wi-Fi access, and suffer chronic issues related to heat/insulation, security, and pests. The University plans to turn to this issue of investment in residential facilities once the major academic building projects now underway are completed.

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

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

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

Physical Education and Athletics

Over the past decade, varsity athletics has been enjoying increasing competitive success. At the same time, the University's 30 varsity programs never lose their focus on the pursuit of academic excellence and personal growth. Participation in intercollegiate athletics is more than just competition. Student-athletes build lifelong relationships and develop skills in areas of leadership, time management and communication that serve them well beyond graduation. For example, our athletes have initiated crucial conversations with respect to diversity, inclusion and mental health, and in response the Athletic Department has recently launched a number of programs with respect to bystander intervention, mental health awareness, and DEI. (A summary of Wesleyan Athletics' recent DEI work can be found in the workroom [here](#).)

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

Another challenge is the growth of club sports. Over the last decade Wesleyan has seen an increasing number of matriculating students with a background in team sports. Many of these students are seeking non-varsity competition opportunities more rigorous than our intramural program. Because the Athletic Department is not able to financially sponsor a full

complement of junior varsity teams, it is receiving more requests to accommodate club sports. In recent years we have added multiple club sports, such as our women's water polo, women's rugby, martial arts/kung fu/Jiu jitsu, badminton, figure skating, basketball, volleyball, and co-ed tennis. Naturally, these additions place tremendous stress on field space and indoor activity areas. The Department is exploring the addition of a third synthetic surface field with lights to provide additional activity space; tiering club sports into three divisions may also prove to be of help.

As mentioned in Standard Four, Wesleyan teams compete in the New England Small College Athletic Conference (NESCAC), the strongest NCAA Division III athletic conference. Fielding winning teams in NESCAC requires a year-round recruiting commitment from Wesleyan coaches. Equally important is the need for quality assistant coaches to assist in recruiting. Fundraising to bridge gaps in the operations budget has become an additional priority for the athletic department. The Wesleyan A+ Athletic Advantage Program is helping the student-athlete prepare for life after college through Gordon Career Center mini clinics, internal programming, and alumni mentoring. Former Wesleyan athletes are enthusiastic about engaging with current students and providing guidance and advice for the post Wesleyan journey.

Community engagement is an important component of our athletic program. Teams regularly volunteer in support of local nonprofit agencies, area schools, and youth sports teams. Through the Student Athlete Advisory Council and Student-Athlete of Color Leadership Council, the Department works closely with student leaders to support the athletic experience, promote sportsmanship, stress the importance of the intersection of athletics with student organizations, and engage in community service activities. (For more on Athletics, see Standard 4.)

International Students

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

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

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

Academic Support

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

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

Wesleyan has experienced increases in the number of students with documented disabilities who require accommodations. Currently, almost 20% of undergraduate students have registered with Accessibility Services (a 270% increase since the last reaccreditation). In 2016 a full-time FTE was added in this office to assist with process accommodations in a timely

way and to provide additional support for faculty needing to provide accommodations to students for access to course material and additional time for exams. The expanded use of assistive technology across campus has improved access for all students.

Graduate Programs

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

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

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

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

English. The Center also trains two graduate writing tutors who run the weekly graduate writing circle.

Health Services

The Davison Health Center (DHC) provides a range of medical services to Wesleyan students. DHC is open when classes are in session, Monday-Thursday 9am - 6pm, Friday 9am - 5pm, and Saturday 10am – 2pm. The clinical staff includes two board-certified physicians, a board-certified nurse practitioner, a certified physician associate, three registered nurses and a medical assistant. Routine care is provided for illness and injury, with specialty services offered for gynecological care, wellness and sexual health services, travel consultations and immunizations, allergy and immunotherapy services, and nutritional counseling. Four office staff members assist with scheduling follow-up care, referrals to specialists, insurance claim support, and billing. The staff at DHC collaborates closely with CAPS and WesWELL, which are housed in the same building.

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

Mental Health Support and Students at Risk

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

24/7 mental health support via ProtoCall was made available to students in 20XX, and local partnerships with Root Center and Middlesex Memorial Hospital support students with intensive mental health needs. Recent staff additions in Counseling and Psychological Services (CAPS) include a Mental Health Education and Prevention Coordinator focused on resilience-building, the addition of a therapist with specialty in issues of racial trauma, dedicated liaisons to graduate students and athletes, and a case manager position (search currently in progress) to help coordinate external referrals. CAPS partnered with Ujamaa and interested faculty/staff of color to launch a BIPOC mental health collective in 2021. The group is undertaking a needs assessment to inform future initiatives by the collective.

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

requirements, this office now provides support to all parties in Title IX cases instead of just the survivors (as was the case for the SACE office).

Equity & Inclusion

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

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

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

[The Resource Center](#) opened in September 2017. The Center's areas of focus include promoting campus-wide dialogue, programming and coalition building around the intersections of race, ethnicity, nationality, socioeconomic status, disability, gender, sexuality, sustainability, spirituality, and social and political activism. The Center includes a food pantry, clothing closet, library, kitchen, study and conference rooms, and a computer lab. The Center also manages the FGLI Textbook Request Program and co-coordinates our First Things First pre-orientation program with the Dean for Academic Equity, Inclusion and Success.

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

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

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

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

Public Safety

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

WesWell: Health Education

Through donor support of the [WesWell](#) office, a full-time, ten-month, Alcohol and Other Drug Specialist was hired in 2016. As is the case at most of our peer schools, high-risk alcohol use is a concern at Wesleyan. While marijuana use has historically been an issue on campus (with surveys regularly indicating 48% of students using marijuana), we expect this to become a bigger issue with the recent legalization of cannabis in Connecticut. WesWell continues to provide education around safer alcohol use via individual consults, social media, training of Residential Life staff, and a grant-funded Peer Health Coach program. Cannabis education and harm reduction remain priorities, and WesWell seeks to address false or misleading claims

surrounding the drug. Through the COVID-19 pandemic, the Alcohol and Other Drug Specialist has shared virtual education resources regarding substance use through social media platforms and the WesWell website. The [Recovery@ program](#) has expanded to support those who are seeking recovery, and a recovery ally training is in the process of being created to help Wesleyan become a more recovery friendly community.

Impact/Assessment

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

Projection

While Wesleyan enjoys high visibility domestically and abroad, Admission will build on the increase in brand recognition it has achieved through persistent and collaborative efforts to attract even larger, more qualified, and diverse applicant pools. By fully leveraging both human capital and technology, the admission team will – with the support of campus partners and dedicated alumni volunteers – continue to assertively promote Wesleyan in-person and online. We believe that recent initiatives aimed at increasing access and affordability are compelling and will be immensely helpful with extending Wesleyan’s recruitment reach. As a member of the American Talent Initiative, Wesleyan will continue to strive to enroll 20% or more Pell eligible students annually while maintaining revenue levels that sustain the institution.

The OEI has expanded staffing to build capacity for addressing the challenge of creating a truly inclusive institution where all students can thrive regardless of identity or background. We have developed a menu of workshops aimed to address antiracist practices, minimize the impact of implicit biases, incorporate inclusive pedagogical techniques, and improve the overall climate at the university. Improving accessibility for students with disabilities and providing

resources for our undocumented students (both populations that are increasing on our campus) are areas of focus. We continue to review policies and practices to meet these challenges and address the needs of all Wesleyan students.

Student Affairs and Academic Affairs will continue to collaborate on ways to enhance co-curricular learning. The landscape of opportunities in this area is vast. Certainly, tremendous learning already takes place beyond the classroom as students interact with others and engage with myriad groups reflecting the varied interests of Wesleyan's diverse community. Still, we are always looking for ways to make cocurricular learning more robust; this will involve identifying strategies for assessing the impact of the activities we promote.

Sometimes students have difficulty in taking advantage of the opportunities Wesleyan provides, and in recent years, the institution has made strides in addressing the needs of FGLI students, DACA/Undocumented students, trans students, and students with housing insecurity. The issues involved here are complex, and continued attention to them will be necessary.

Wesleyan hopes to further increase the number of international students through focused recruiting in Africa, where we anticipate that over the next decades more and more excellent students will be seeking the kind of education we provide. As the international population grows, the institution will need to allocate adequate resources through financial aid and general support to ensure the success of these students.

The Academic Advancement team expects to increase academic support for students, so that every undergraduate can thrive. This work will include continued analysis of populations that may require additional support, especially as our assessment strategies related to student learning become more sophisticated.

Providing mental health services to our students will likely continue to be a challenge given the increasing numbers seeking these resources as well as the increasing complexity of the health issues presented. Hiring a case manager should help students access mental health resources beyond campus when their needs exceed what we strive to provide through CAPS. Close connections between CAPS and the CARE team will continue to be important.

Finally, graduating students who are adept at engaging meaningfully in [civic life](#) is an important objective of the institution and figures prominently in the new strategic plan. Those who work with students will have various opportunities to contribute to this goal, and seeking to understand how best to take advantage of those opportunities will be important.

STANDARD SIX: TEACHING, LEARNING & SCHOLARSHIP

Description

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

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

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

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

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

The Library currently has 18 librarians, 17 library technicians, and 6 other professional staff. Following a wave of generational retirements beginning in 2018, roughly 25% of the librarians are new to Wesleyan. With each opportunity, the Library works with faculty to understand their current and future teaching and research needs. Prior to hiring a new science librarian, the Library surveyed and met with Division 3 faculty to determine their research and teaching needs. As a result of these conversations, the Library rescoped the position to include support for data management and deeper involvement in the research process; a new Data and STEM Education Librarian began in September 2021.

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

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

Appraisal

Faculty Lines and Recruitment

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

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

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

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

is emphasized in the mandatory meeting of search committees with the vice president of equity and inclusion.

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

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

Diversity, Equity & Inclusion

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

	Fiscal year					
	2016	2017	2018	2019	2020	2021
All faculty						
Women (%)	46	47	45	47	45	45
Faculty of color (%)	20	21	21	25	25	27
International (%)	9	8	6	7	7	7
Tenured & tenure-track faculty						
Women (%)	42	43	45	44	45	46
Faculty of color (%)	18	23	21	25	26	28
International (%)	8	5	6	7	8	7

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

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

With support from a variety of sources, departments have been making a conscious effort to invite scholars from diverse backgrounds and perspectives to give lectures. And this past year has seen a notable increase in seminars given by scholars from underrepresented groups. The College of Letters (COL) has initiated a speaker series to help it think about issues of diversity and inclusion in its curriculum; in Spring 2021, COL offered a series of five talks focused on Islamic Intellectual Traditions, a field too long overlooked despite its relevance to COL teaching and scholarship.

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

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

In 2019, six Black faculty, 5 of whom were women, left Wesleyan. Of those six, all left for great opportunities (4 went to R1 institutions, the other two went to strong institutions closer to family), though we are also aware that at least two of them did not feel entirely comfortable at Wesleyan or in their department. We recognize that while there are always reasons for a departure, if the person was happy at Wesleyan, those reasons may not have carried the day.

The loss of these six faculty made us reflect more deeply on issues around faculty retention. The VP for Equity & Inclusion is working directly with departments to actively address climate issues, and when a particularly bad climate issue arises, mediators are hired to help faculty work through it.

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

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

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

Faculty Development & Support

The [Office of Faculty Career Development \(OFCD\)](#), run by a rotating faculty director and housed in the CPI, offers professional development training throughout the year on a wide range of topics including research, leadership, technology, grant writing, professional speaking, and writing for the public. Every semester the OFCD helps coordinate the formation of a variety of faculty "communities" focused on teaching, research, and professional development, and the office offers one-on-one consultations about all aspects of faculty life.

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

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

In March 2020, Wesleyan faculty voted to require that every department, program, and college record its official mentoring policy with Academic Affairs, and that by fall 2020 Academic Affairs establish an official mentoring program to provide every new tenure-track, PoP, and adjunct faculty member with a faculty mentor from outside their department, program, or college. The pilot program developed by the provost provides for "mentoring communities" comprised of one senior faculty member and 2-3 junior faculty members, with

the intention that all members serve as a mentor to each other. Mentorship is also an area of focus in our overall commitment to recruiting and retaining faculty from groups historically under-represented in the academy. Modeled on a project of Dr. Freeman Hrabowski, we offer faculty an opportunity to participate in an eminent scholars program in which they are paired with a noted artist or scholar who is in their field but working somewhere other than Wesleyan – this can be especially helpful for faculty who are finding connection difficult on campus due to the nature of their work or identity.

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

Tenure, Promotion, and Reappointment

The path to tenure for tenure-track Wesleyan faculty is marked by several significant signposts, so that any concerns may be addressed before the tenure decision. There is a departmental second-year review in the third semester at Wesleyan, a reappointment decision in the spring of the third year, a departmental fifth-year review, and finally the tenure decision in the fall of the 7th year. These timelines may be delayed by parental or medical leaves.

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

Second and fifth-year reviews are in the form of letters from the chair of the department to the candidate, reviewed by the provost. The reappointment decision is more formal, with a departmental recommendation to the Advisory Committee followed by a recommendation from that committee to the provost and the president. The tenure decision is similar, but it involves external evaluators of research, the Review and Appeals Board, and the Board of Trustees. Promotion to full professor is similar, though without the intermediate reviews and reappointment.

We do face some challenges with our tenure and promotion processes related to evaluation of teaching. While departments may include peer evaluations in their evaluation to Advisory, we do not yet have a systematic procedure for this, so we are discussing ways to formalize peer evaluation of teaching. We also changed the teaching evaluation form, but

faculty are not entirely satisfied with the new form, so there may be additional changes to the form in the future. (See below for additional discussion of evaluation of teaching). We also face the more short-term issue of coping with the pandemic, and the restrictions it placed on faculty research. As mentioned above, each department wrote a codicil to their tenure expectations to address the pandemic, but we will see how this plays out over the next few years. Another issue we have tried to address is implicit bias. Though the Advisory Committee receives training on implicit bias at the beginning of each year (as noted above), departments do not receive such training, and there have been cases where that lack is clearly visible.

In response to feedback from the faculty, we have been evaluating our relatively new Professor of the Practice position. The position was developed in 2015 and served several different functions. These included stabilizing the appointments of the long-term visitors, creating flexible positions that could encompass teaching along with other essential university functions, and renaming our adjunct lines to reflect their work more accurately. The diversity of position types and new practices—such as assigning these lines to centers and not just departments, programs, and colleges—created several challenges that we are working on addressing. For instance, some of the PoPs appointed in academic centers have struggled with integrating into the life of the university, including experiencing difficulty understanding promotion and reappointment processes and finding appropriate mentoring. There have also been uncertainties on precisely how PoPs should be evaluated. Initially, reappointment and promotion fell to Academic Affairs rather than the Advisory Committee (see Standard 3) because of the Committee's heavy load. Some faculty wanted Advisory to oversee the reappointment and promotion process, so in 2020 we developed a new practice. Academic Affairs attends to reappointment, while the Advisory Committee oversees promotion. In addition to defining the process of reappointment and promotion, there is no language regulating these processes in the faculty handbook.

Given those areas of concern regarding the PoP position, the Academic Council requested the formation of an ad hoc committee to clarify reappointment and promotion procedures. The committee was formed in the fall of 2019, but its work was interrupted in the spring of 2020 by COVID. The committee was reconstituted in fall 2020 and presented its recommendations to the Academic Council in the spring of 2021. Academic Affairs has already implemented the recommendations that fall under its purview, including clarifying the timing of reappointment and establishing a calendar of rotation for when PoPs are eligible to apply for a sabbatical. Our Advisory Committee is reviewing the recommendations under the auspices of faculty governance and will make formal motions to the Academic Council as to necessary changes in the spring of 2022.

Compensation

Faculty compensation is managed by Academic Affairs with direction from the President's Office and Finance. The general goal is to be competitive with our peers, and we measure this by how effective Wesleyan is at hiring new professors and retaining faculty, as well as through review of comparative compensation data from peer institutions made available by AAUP. If Academic Affairs finds that Wesleyan is unsuccessful in hiring new professors and must increase starting salaries in negotiation, the provost can raise starting salaries in the following year. At the same time, Academic Affairs is sensitive to the need to prevent salary compression.

We do not raise starting salaries in such a way that brings in new professors at or above the pay scale of current assistant professors. Academic Affairs also periodically conducts individual position salary reviews to address any inequities that may evolve over time.

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

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

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

Looking forward, the biggest issue is not about the merit system, but rather the percentage increase. Wesleyan has had a 4 percent raise pool for faculty and 3 percent for staff for many years. When the pandemic hit, it seemed that Wesleyan would face significant financial challenges; the decision was made to freeze salaries, so neither faculty nor staff received raises in July 2020. But those challenges turned out to be less severe than anticipated – due to federal financial support and unexpectedly large endowment growth in 2020-21 – and this has led to pressure to try to make up for the salary freeze in some way. And there is another consideration. The 4 percent raise has worked well in a time of relative economic

stability, but if we enter a less stable economic environment, it may need to be adjusted. Since Fall 2021, for example, the inflation rate looks high, so faculty are saying that 4 percent is too low. However, no faculty said that 4 percent was too high in the year when inflation was at one percent or lower, though some trustees did bring up this point. Overall, Wesleyan would prefer to have a predictable yearly pool increase that more or less tracks the expected tuition increases, so that expenses and revenue can stay in line.

Teaching

Most of Wesleyan's undergraduate classes are small; in fall 2021, one in five enrolled fewer than 10 students and 74% enrolled fewer than 20 students. Conversely, less than one percent of classes enrolled 50 or more students. Class formats (a total of 10) include lectures, seminars, studio courses, performance courses, lab courses, and discussion courses. Just over one-quarter of classes are lecture-discussion, and 21% are seminars.

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

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

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

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

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

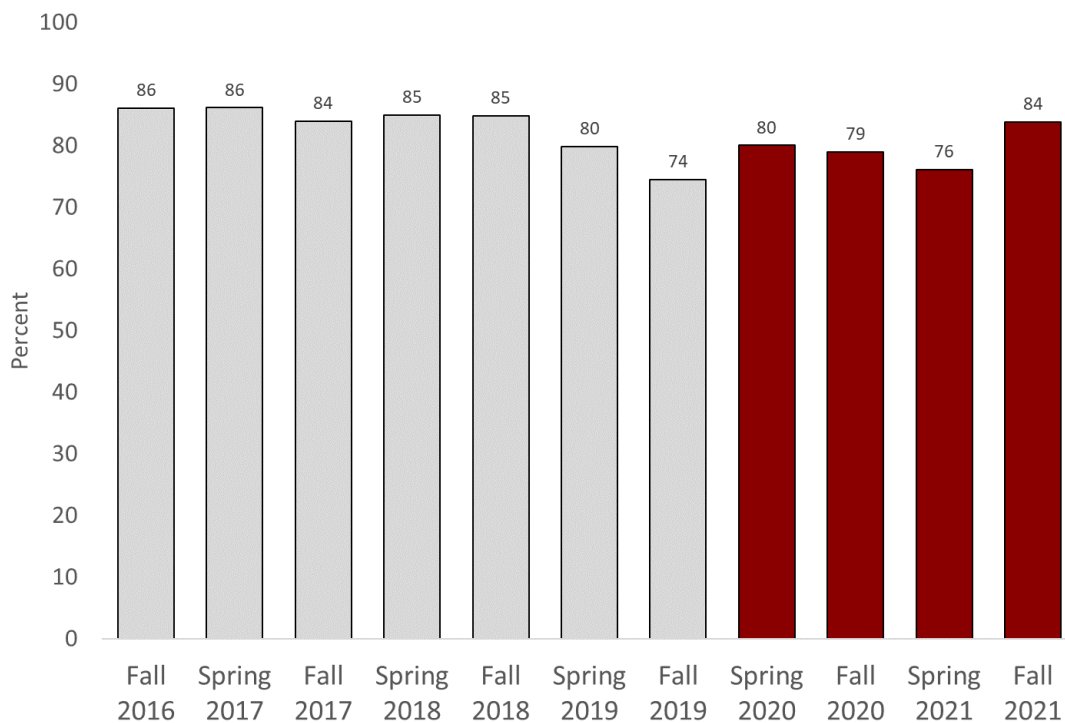
Each year since 2017-18, a seminar on Race & Pedagogy has brought 10-13 faculty together to meet regularly to discuss effective teaching of race and ethnicity. This program was initially funded via the CPI's Mellon grant and has been continued with internal funding from Academic Affairs as part of our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

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

Evaluation of Teaching

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

We had seen a decline in student completion of evaluations in spring and fall 2019, followed by a leveling off during the pandemic (bars in dark/red). Fall 2021 saw a promising rebound, something we hope will continue.



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

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

discuss the candidate's teaching. These meetings would entail formative assessment with an agenda set by the candidate. Peer teaching committees would report descriptions of these meetings to complement the full scope of evidence reviewed by the relevant academic units involved in making summative assessments about the candidate's teaching. Enacting this second recommendation would require approval by the full faculty. As of spring 2022, these proposals remain in the hands of FEC.

Advising

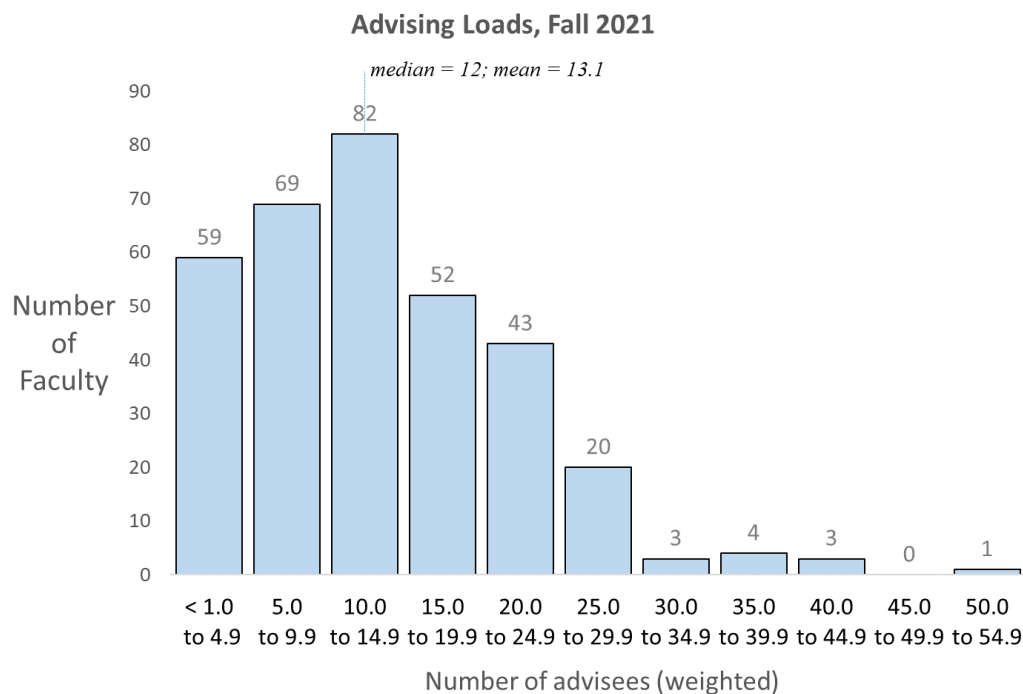
All ongoing faculty (tenure-track, PoP, adjunct) participate in pre-major advising. Every new student is assigned a pre-major faculty advisor before arriving on campus first year. In most cases, that faculty member will remain that student's advisor until the student declares a major in spring of the sophomore year. Occasionally students request a change of advisor, or the advisor becomes unavailable, and the student is reassigned to another pre-major advisor.

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

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

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

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



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

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

Research and Scholarship

Wesleyan support of faculty scholarship occurs through many different avenues. Significant institutional support of scholarship occurs through robust library collections, a relatively generous sabbatical policy (eligibility to apply after six semesters of teaching), funding of start-up costs for new faculty, and renovation of space needed for scholarship, such as laboratories and performance spaces. The university has also engaged in a greater effort to highlight faculty scholarship through annual research prizes (launched in 2017-18), lunches sponsored by the President's office to showcase faculty research, and equity fellowships designed to support underrepresented faculty in their scholarship pursuits. The university further supports faculty research through funding of small research grants, travel to conferences, student internships, subventions, and other printing costs.

Faculty scholarship can occur in partnership with students, and such collaborations are generally successful across the divisions – from the [Wesleyan Media Project](#) to dance students performing with a company in New York City to a Genomics Analysis class whose students contribute to a published article. Faculty-student internships offered through Academic Affairs provide direct funding of faculty scholarship projects involving students. Internships are also supported through Wesleyan's many interdisciplinary colleges and centers, which also provide funding for seminar speakers and host informal gatherings for faculty to discuss their scholarship. Examples include the [College of the Environment Think Tank](#), the [Center of the](#)

[Humanities cross disciplinary weekly lecture series](#), [Traveler's Lab](#), Fries Center for Global Studies support of [international faculty exchange opportunities](#), and the College of Integrative Sciences [summer research program](#) which supports over 170 students each summer to work on faculty research projects.

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

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

Projection

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

STANDARD 7: INSTITUTIONAL RESOURCES

Human Resources

Description

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

Appraisal

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

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

HR policies and processes are reviewed on a regular basis, and information about them is readily available on the HR and [General Counsel](#) websites. In 2020, updates were made to the Minors on Campus policy, staff handbook, and the Dependent Tuition policy. The results of a 2021 benefits survey of faculty and staff were used to develop a multi-year plan for benefits priorities. To better understand the reasons for turnover at Wesleyan, exiting employees are invited to complete an in-person interview and electronic survey. Staff participate in annual performance reviews through use of an on-line form and in-person interviews with supervisors. For FY21, 97% of eligible staff completed the review process, with 72% rated as top performers (exceptional or exceeds expectations). Supervisors receive training on the review process and on effective strategies for performance management. Cabinet members identify retention strategies for key staff in their respective areas. With respect to professional development, our “Success at WES” program provides learning opportunities for staff in the areas of communication, technology, team development, diversity and inclusion, wellness, supervisory skill building and staff retention. This program was rolled out in 2019, and to date,

approximately 40% of staff have participated. In 2021 and 2022, HR developed a formal salary structure for staff positions and completed a comprehensive review of current staff salaries to market benchmarks. This information was shared with senior leadership in late 2021. Further work is planned to review salaries in relationship to the most recent market data, available in late Spring 2022. Adjustments related to market and compression will be identified and addressed in 2022 and early 2023. HR will share comprehensive information about the process to determine staff salaries and how market data is used in salary administration with the campus community in Spring 2022. The University participates in several compensation and benefits surveys, (CUPA, Educomp, Oberlin, Sullivan Cotter, CLAC) and uses these data in its salary reviews. Faculty compensation data are discussed in Standard 6.

Projection

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

Financial Resources

Description

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

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

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

Appraisal

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

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

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

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

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

AREA OF SPECIAL EMPHASIS: FINANCIAL GOALS

In its 2017 response to Wesleyan's interim report, the Commission requested the Fall 2022 self-study give emphasis to the institution's effort to achieve its financial goals. We are pleased to report that since 2017 Wesleyan has maintained positive operating results in each period, had strong fundraising results, experienced remarkable growth in its endowment, fortified the statement of financial position, and explored a number of strategic initiatives with significant financial ramifications.

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

Beginning in 2010, Wesleyan rebuilt its investment office, hiring a new team that adopted best practices in governance, asset allocation, manager selection, risk management

and back-office administration. Under the new team, Wesleyan has seen its endowment more than triple since 2010, creating much stronger financial footing for the University.

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

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

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

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

The 2017 interim report to the Commission was written at the conclusion of This is Why; in 2018, the next campaign was already being prepared. Wesleyan retained CCS Fundraising to conduct a campaign feasibility study and an assessment of the University's fundraising and alumni and parent relations operations. The conclusion of this study was that Wesleyan undertake a \$600M comprehensive campaign over ten years. In fiscal years 2017-2021, Wesleyan has recognized over \$224M in contribution revenue (on a GAAP basis) and has entered the leadership phase of the next comprehensive campaign.

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

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

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

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

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

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

Projection

Wesleyan’s success in achieving its financial goals allowed it to address the impact of the pandemic from a position of strength. Wesleyan is rated Aa3/AA by Moody’s Investors Service and Standard & Poors; and both rating agencies have identified credit strengths associated with balance sheet wealth, strong fundraising, consistent operating performance, and solid academic reputation. Credit challenges identified include high financial leverage, intense competition for top students and a moderate dependence on student charges with approximately two-thirds of total revenues coming from students and families. Given our

strengths, we are confident that we will rise to these challenges. That will be easier, of course, if the next comprehensive fundraising campaign is successful. That campaign (working goal of \$600M) is expected to bring significant resources to advance capital projects, provide academic support, and enhance access.

As indicated in the new strategic plan, the University will look to add an online component to non-traditional learners to expand the reach of the University and to also develop a new revenue stream. Other anticipated changes that bear on our financial condition include reducing the rate of increase on the stated student charges (dropping us out of the top ranking of our peer group); converging the two residential comprehensive fees into a single comprehensive fee; and continuing to add resources to financial aid to reduce the number of applicants impacted by our “need aware” admissions process.

Physical Resources

Description

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

With respect to capital budget and planning, Wesleyan maintains an inventory of [major maintenance](#) needs and reviews the list annually to prioritize the work for the following year. Over the last 4 years the university has increased major maintenance funding by a total of \$1M annually to arrive at a current major maintenance annual budget of \$9.4M. While Wesleyan’s investment in major maintenance is on par with peers, the deferred maintenance backlog per gross square footage is greater than the peer average. Capital projects are authorized in a 3-step process for conceptual design/planning, design, and construction. Projects greater than \$1M require a vote of the trustees, and a progress report is submitted at each Board meeting.

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

Appraisal

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

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

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

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

Projection

A number of projects are in the works utilizing the 2014 Campus master plan and the sustainable action plan. Hard to miss on campus is the renovation underway of the [Public Affairs Center](#) and construction of a new classroom addition and art gallery. The \$56M project,

scheduled to be completed in spring of 2024, is funded by gifts and debt. This LEED Gold 76,800 gross square foot project will provide right-sized teaching and informal learning spaces in the center of campus and house Government, Economics, Sociology, History, and the College of Social Studies.

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

Wesleyan's utility infrastructure – including its Central Power Plant (CPP), Vine Street Electrical Substation, and the systems that distribute utilities from these facilities – is in fair to very good condition; and plans are in place to improve its efficiency and reach. Infrastructure maintenance and expansion are supported directly by major maintenance and coincident funding of capital when appropriate. This approach has allowed us to take advantage of incentives and grants that have become available through the statewide deregulation of utilities. Highlights of energy use improvements can be found in the workroom [here #2](#).

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

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

By adopting a [Building Sustainability Policy](#) in 2017, Wesleyan has committed to aggressive building construction and renovation benchmarks aimed at reducing energy consumption and waste. Discussion of other issues bearing on sustainability can be found in the workroom [here](#)#3.

The Library

Description

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

Appraisal

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

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

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

Inclusion of the Science Library in the planning and analysis for the new science complex has resulted in a blueprint for future physical renovation of the library, as well as more proactive collection management. At Olin, improvements are already underway, with a new

book conservation lab and technology rich classroom joining the new Davison Art Center facilities.

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

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

Projection

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

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

Over the next 5-10 years, we will be focused on:

- rethinking/refreshing our public presence (including both our physical and virtual spaces)
- determining a long-term storage strategy for general, unique, and digital collections
- developing practical strategies for working with faculty on both proactive collection maintenance and resource renewal
- reviewing our long-standing liaison and personal research support programs with an eye towards sustainability and impact
- harnessing the power of our institutional repository and other online platforms to promote what is unique about the Wesleyan experience by publishing and distributing the work of students, faculty, and alumni
- measuring (in partnership with Institutional Research) the impact of our choices and services on student outcomes

Our library was last designed to reflect the learning styles and preferences of late 20th undergraduates; renewal is overdue. The recent analysis of the Science Library spaces, services, and collections has provided a useful roadmap for such renewal. With respect to Olin, in particular, that renewal will surely include a rethinking of our staff spaces, taking into account an increasingly diverse and flexible work force and focus on digital materials.

Information Technology Resources

Description

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

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

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

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

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

The Technology Support Services (TSS) team manages both on-premises and cloud systems and [services](#) to provide faculty, staff, and students with the tools they need to succeed in the classroom, research lab, or administrative realm. All systems are accessible via cloud-hosted Single Sign On, and not reliant on the campus data center. TSS also maintains a High-

Performance Computing Cluster (HPCC). Part of the [Scientific Computing and Informatics Center](#), the HPCC is shared by, and supports research computing needs for, faculty across the University, and is also used by students in courses and collaborative research with faculty advisors.

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

Appraisal

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

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

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

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

Projection

Recognizing that our PeopleSoft environment (implemented in 2001) is nearing the end of its useful life, we are engaged in a comprehensive assessment of institutional needs and capacity in preparation for migrating to a modern ERP system beginning as soon as Summer, 2023.

Major building projects being undertaken (e.g. Public Affairs Center renovation, new science building) will increase the number of technology-equipped spaces on campus and require an increase in funds allocated to technology replacements within the ITS budget. Further, during the pandemic we learned that all technology-enhanced teaching spaces must be re-designed to support remote learners which will add to the cost of future renovations. New classrooms and teaching modalities will require more complex technical assistance for faculty and students than the traditional AV support of the past. The adoption of and reliance on technology grows steadily.

STANDARD EIGHT: EDUCATIONAL EFFECTIVENESS

OVERVIEW

Description

Office of Institutional Research

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

Academic Units

Unit chairs publish learning goals describing what they hope their majors will be able to know or do by the time they graduate. Chairs submit an annual report to Academic Affairs in June that summarizes their unit's assessment activities in relation to those goals. Each fall, the ADA responds to these reports. In the AY20-21 reports, reviewing student capstones was the most common means of assessment (13 units). Other notable methods of assessment include interviewing majors (7 units), conducting formal and informal focus groups with majors (5 units), surveying students with unit/field-specific questions (5 units), reaching out to alumni to learn about long-term outcomes (5 units), and monitoring grade distributions (5 units). Two units—the College of Letters and the College of Social Studies—have their students complete comprehensive exams reviewed by external evaluators.

We encourage academic units to view assessment as a way to collect systematic information to inform curricular, programmatic, and policy changes. Below we give four examples. (1) Neuroscience & Behavior compared the grades of two different sets of students who had taken the major's gateway course: those who took both *Principles of Biology I* and *General Chemistry* in their first year and those who delayed taking *General Chemistry* until sophomore year. Finding no significant difference in their grades, NS&B faculty are now more flexible in the advice they give first-year students about when to take these classes. As a result, the major is more accessible to students with different high-school backgrounds. (2) Interviews with History majors confirmed suspicions that the major's organizational structure around

“modules” was confusing to students and did not result in curricular cohesion. This led the faculty to redesign the major requirement in a way that steers students to take a certain number of courses at each of the three course levels (100+, 200+, 300+...). (3) In Chemistry, students in *Integrated Lab* earn a “Chemical Hygiene and Safety Badge” by completing “challenges” (e.g. conducting safety inspections in active labs, etc.). A survey showed badged majors to be more confident in their knowledge about lab safety and more willing to take action if they witnessed safety violations – a finding that has led the department to introduce more activities related to lab safety earlier in the curriculum. (4) Focus groups conducted with majors in the College of East Asian Studies (CEAS) revealed that CEAS’ study abroad requirement prohibited many students (STEM, winter athletes, Posse Scholars, FGLI students) from majoring. As a result, CEAS faculty changed their strategy, still encouraging majors to study abroad, but no longer requiring them to do so.

Institutional Competencies

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

Appraisal

While some academic units have not engaged much with OIR, the hiring of an ADA in 2016 has resulted in a number of fruitful assessment collaborations. We find that meaningful assessment only occurs when faculty and staff have real questions about the student experience and are primed to answer them. The ADA focuses on helping motivated faculty ask and answer those questions. Our new external review protocol pushes units preparing self-studies to consider student-learning outcomes, so we expect to see more units doing assessment work going forward. Meanwhile, almost all academic units [now publish learning goals](#)—41 of 43 units at last count—and we have streamlined the publishing process so what appears in the Wesleyan Catalog feeds to each academic unit’s website (see *Std 9*). This ensures that goals: (1) remain in stable locations as different faculty serve as unit chair; (2) are easy for students to find as they consider which major(s) to declare; and (3) play a more centralized role in the conversations faculty have about their students. Finally, the new assessment website allows us to publicize our assessment work, something we had not done regularly before.

Academic Affairs’ articulation of *MEME* in 2016 paired each of the four competencies with a unit on campus that would be responsible for assessment: the IDEAS minor (Mapping), the Shapiro Writing Center (Expression), the Quantitative Analysis Center (Mining), and the

Fries Center for Global Studies (Engaging). This was a strategic move to link institutional competencies with institutional structures. But the staff in these centers are busy, most lacking time to do extensive assessment work ([the QAC is one exception](#)). Also, to say that a specific center is “in charge” of assessing a competency is unclear. Is the Center assessing the outcomes of students who pass through it (by taking a class, etc.?) or assessing student outcomes more generally distributed? In the event, assessment of general education has become the responsibility of the ADA, not these centers. This is not necessarily a problem, but it does reveal slippage between the *MEME* and the institutional structures that partly inspired it. Meanwhile, though we have moved to a simplified articulation of educational competencies, exchanges on the faculty listserv and in committee meetings reveal that some faculty feel that the *MEME* came “down” from the administration with little faculty input. So, while the *MEME* has helped the ADA organize her time and work, it has had minimal traction among the faculty themselves. Finally, while Expression, Mining, and Engaging are all competencies that faculty, students, and staff can understand, Mapping has been difficult for everyone, including the ADA, to operationalize. We have thus not included it in our discussion of learning outcomes below.

RETENTION AND GRADUATION

Description

Wesleyan has [high retention and graduation rates](#) among its traditional undergraduates (see *Data Form 8.1*). Our one-year retention hovers around 95%, except for the cohort that entered Wesleyan in Fall 2019, whose retention was affected by the pandemic. Over the last ten years, our 4-year graduation rate has been between 85% and 92%, excluding the cohort that entered Wesleyan in Fall 2017 (the Class of 2021), whose much lower 4-year graduation rate of 81% was also clearly pandemic-related. Our 6-year graduation rates typically sit between 90% and 94%. We do see some differences in graduation rates by students’ gender and race/ethnicity, with men’s rates being several percentage points lower in recent years. By race/ethnicity, Black and Latino rates show more volatility, ranging from the upper-80s to upper-90’s, while graduation rates for Asian students surpass those of all other groups. Our Bachelors of Liberal Studies program is too new and the sample size is too small for us to make claims about the graduation rates for students enrolled in it. In our BA/MA programs, the percentage of students who graduated within the 150% time standard varies by the year we admitted them. For the cohorts that entered our programs between 2016 and 2019, these percentages ranged between 86% and 100%. In our MA programs, these percentages were between 73% and 100% and in our PhD programs, between 56% and 79% (see *Data Form 8.4*).

Appraisal

While our undergraduate retention and graduation rates for traditional-aged students are generally high (as at many schools), both were impacted by the pandemic. While it is easy to see that impact as a temporary blip, we are mindful that there are longer-term consequences for some students, particularly those who took a semester off. Student Affairs’ class deans have long observed that students who take a leave of absence often struggle to catch up on

returning because the classes they need are only offered once a year. Hence, off-cycle students—and there are more of them now because of the pandemic—are likely to see their academic progress delayed even further once they return. With respect to our graduate programs, our visceral sense is that our graduation rates are strong, but we lack the comparative data to know for sure.

GENERAL EDUCATION

Description

Over the last five years, students on the senior survey were “generally” or “very satisfied” with the following: level of intellectual excitement (93% to 97%), opportunities for personal growth and development (86% to 92%), quality of advising in the major (79% to 82%), and course availability (76% to 85%). Quality of instruction in the natural sciences and math (77% to 84%) sits below that for humanities and the arts (93% to 96%) and the social sciences (92% to 97%). Overall satisfaction with Wesleyan ranged from 88% to 90%. Meanwhile, usually about 75% of students completed their general education expectations. When students do not complete these expectations, it is usually because they did not complete three courses in Division III (STEM). The Registrar announces the completion rates for these expectations at the final faculty meeting of the academic year. The current rate has not resulted in the faculty proposing any changes to policy around general education expectations.

The Registrar also [publishes](#) the number of students majoring, minoring, or earning a certificate in each field of study. Popular majors include English and Film (Division I), Economics and Government (Division II), and Psychology and Neuroscience & Behavior (Division III). Popular minors/certificates include Data Analysis, Chemistry, Integrated Design, Engineering and Applied Science (IDEAS), Education Studies, and Writing. Academic Affairs reviews major distributions, along with enrollments in courses within majors, when considering how to grant new hiring lines, although they do not base such decisions solely on such data. In Spring 2021, OIR was asked by Division I to present data on patterns in doubling majoring. [The presentation](#) highlighted the rising percentage of students who double major—from 23% in 2000 to 44% in 2020—and Wesleyan’s high percentage of double majors relative to peer schools.

In 2018, the provost presented data to the faculty on grade distributions on campus. Almost 64% of grades awarded from Fall 2016 to Spring 2018 were A’s and 31% were B’s; only 5% were lower than a B. Division I was more likely to award As than the other two divisions (72% As versus 61% and 59%). Division III was more likely to award A+s. Visiting, part-time faculty were somewhat more likely to grade “higher” than other faculty. During the pandemic, the number of A’s increased, as faculty loosened expectations when the university abruptly pivoted to remote learning and altered grading policies. Grades regressed in Fall 2020 and Spring 2021, but not back to pre-pandemic levels. Grades during AY20-21, when Wesleyan offered both remote, in-person, and hybrid courses, did not differ by instruction modality. The percent of A’s was also higher during our winter and summer session courses.

Appraisal

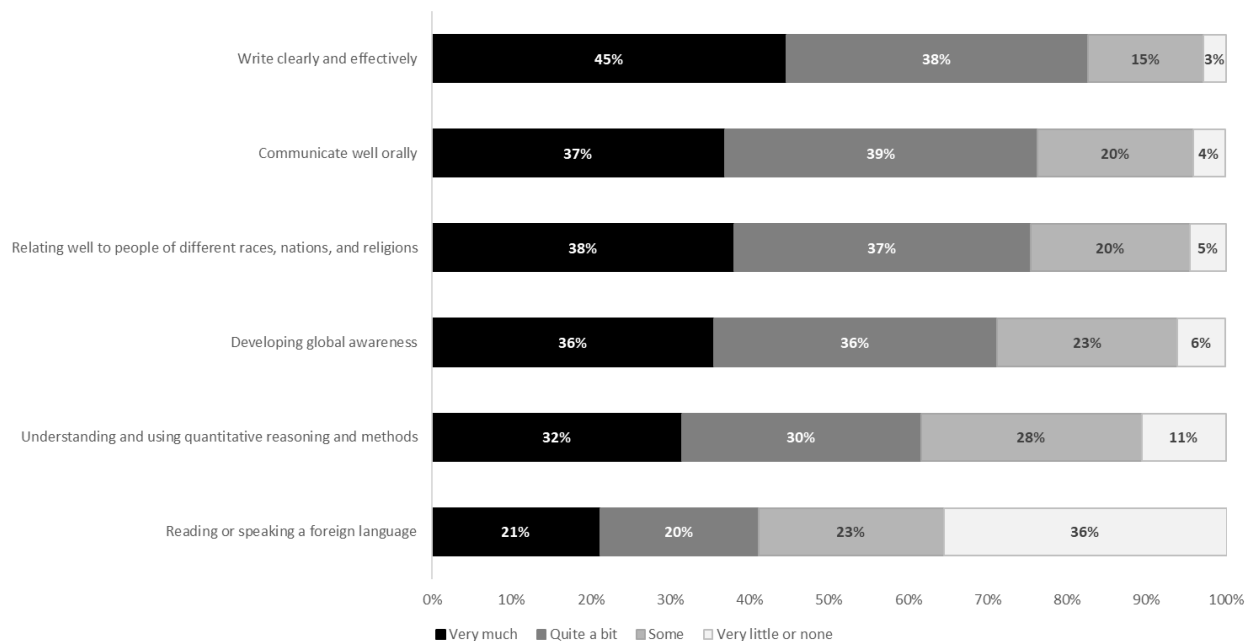
The completion rates for our gen-ed expectations suggest that most of our students take a wide variety of courses. At the same time, we organize these expectations around our three divisions because that is how we organize ourselves administratively, not because our faculty necessarily agree that this tripartite approach best represents the breadth of learning we hope for our students. Furthermore, the wide variation we see in the distribution of majors reflects the complex relationship among how we admit our students, how faculty and class deans advise them, and how external market and parental pressures shape their worldview and academic choices. We lack a clear way to know whether our students end up in the majors that they “should,” since we also lack any way to define a good student-major match. Meanwhile, our high percentage of double majors, while perhaps reflective of our eclectic student body, is just as likely a sign of students' desire to find structure in the open curriculum and/or their reactions to perceived exogenous pressures. Doubtless, some of our students are better poised to take advantage of the open curriculum than others, and we have not properly interrogated how change in our student population should lead to changes in how we do pre-major advising.

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

STUDENT LEARNING

Wesleyan's contribution to students' knowledge, skills, and personal development in the following areas, as reported by Wesleyan seniors

Source: 2011 - 2021 Senior Surveys (excluding 2020); n = 3536



Description

The senior survey asks students to report on how much Wesleyan contributed to their knowledge, skills, and personal development in multiple areas. Since this survey accommodates many institutions' needs, these items do not perfectly align with Wesleyan's *MEME*. However, we can cautiously match some of the survey items to this framework: "writing clearly and effectively" and "communicate well orally" under **expressing**, "understanding and using quantitative reasoning and methods" under **mining**, and "relating well to people of different races, nations, and religions," "developing global awareness," and "reading or speaking a foreign language" under **engaging**. Aggregated data from the last ten years shows that students most felt the impact of their Wesleyan education on their ability to "write clearly and effectively" and "communicate well orally." Other items had less impact, although still a reasonably substantial one, apart from "reading or speaking a foreign language."

Expression

We define expression in the *MEME* as "the ability to express thoughts, ideas, and emotions to others effectively and concisely through a variety of mediums and modalities." About 83% of seniors from 2011 to 2021 reported that Wesleyan had contributed "very much" or "quite a bit" to their ability to "write clearly and effectively; 76% reported the same for "communicating well orally." Most recently, we have focused on assessing writing. While we do not require students to take a First Year Seminar (FYS), [we have increased the number we offer](#), and the percentage of first-year students who take one has also increased from 40% in AY12-13 to 83%

in AY20-21. Hence, understanding what students gain from FYSs, one of our almost universal curricular components, is important. In recent years, we have twice surveyed FYS students about their experiences and conducted an in-depth study of a stratified random sample of first-years students to learn about how they settle into college writing. We have learned several things from these projects. First, feedback is especially important for first-year students, many of whom come in Wesleyan [ambivalent about their writing](#). They have may excelled in writing in high school, but they realize that what passed for “good” writing in high school may not at Wesleyan, causing them to look for faculty feedback early and often. Second, while students want feedback, some may not get enough; 16% of students in our 2019 survey reported that they had not received feedback from their professor on drafts of papers they had submitted in their FYS. About the same percentage reported not having had a one-on-one conference with their FYS professor. Third, some first-year students report having expected more exposure to writing in their courses than they received. In some cases, what they meant by “more” was more frequent writing assignments throughout the semester of a course; they seem surprised by courses where they may simply have one large writing assignment at the semester’s end or a few papers scattered throughout. In other cases, students appear to have minimal writing assigned during their first year throughout all of their courses. For some, the FYS may be the *only* writing intensive course they have. These students may have schedules filled solely with large introductory courses in some of our highest-demand majors.

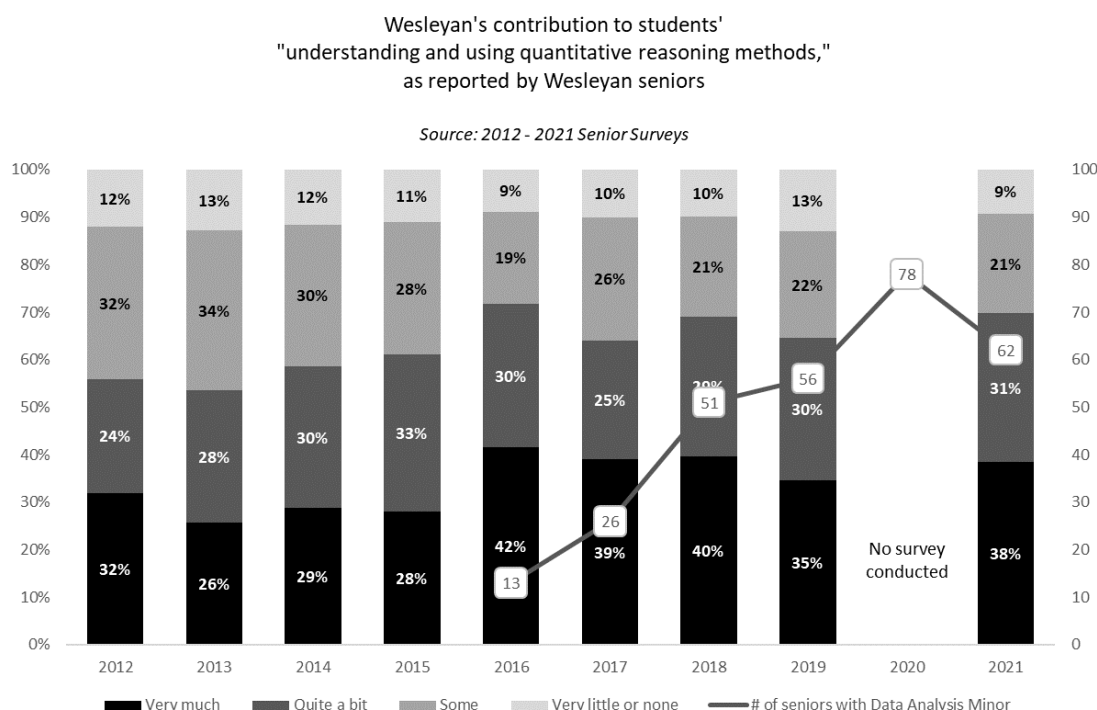
In Spring 2018, Wesleyan began offering Calderwood Public Writing Seminars, which require an intense feedback process that helps students practice writing for non-academic audiences. In 2019, we assessed the written work from students in these seminars. Six faculty read pieces assigned to them, scoring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

Communicating well orally also fits under the *MEME*’s “expression.” Senior survey results reveal variation in how much Wesleyan has helped students to develop this skill. When [we grouped students’ responses by major](#) and then grouped majors by division, we found that within Division 2, the percentage of students reporting that Wesleyan contributed “very much” or “quite a bit” to their ability to communicate orally ranged from 73% to 88%. For Divisions 1 and 3, the range were slight broader and lower, 69% to 86% for Division 1 and 61% to 87% for Division 3. Our conclusion: in some majors, regardless of division, students get plenty of practice with their oral communication skills. In others, they get less, although all majors represented had more than 60% of students reporting “very much” or “quite a bit.”

Mining

We define the *MEME*’s “mining” as “the ability to use logical and empirical reasoning and methods to explicate, analyze, and quantify one’s material and social realities.” Early on, we mainly viewed mining as students’ ability to perform quantitative work. In 2021, 69% of seniors reported that Wesleyan had contributed “very much” or “quite a bit” to their quantitative skills, compared to 56% in 2012. This increase parallels the launch of the Quantitative Analysis Center

(QAC), which runs a series of courses, a well-attended summer program, a minor in Data Analysis and a certificate in Data Science. While many of our majors contribute to students' quantitative skills, the [QAC reaches a set of students](#) who do not typically major in these fields. Furthermore, the QAC's project-based, introductory statistics courses [have proven](#) more attractive to underrepresented minority (URM) students than traditional statistics courses, suggesting that the QAC plays an important part in diversify the set of students who graduate from Wesleyan with quantitative skills.



Since 2016, we have expanded our understanding of mining to include other kinds of analysis and reasoning, such as students' ability to locate and determine the relevancy and trustworthiness of source materials. On the FYS survey mentioned earlier, about a third of students reported that they did not write a research paper "requiring library resources, primary documents, or other material external to regular course content" in their FYS. Almost half of these students reported that their FYS did not address how to locate library resources; over half reported that their FYS did not address "how to determine which library resources are most relevant for a specific research project," and or "how to evaluate the credibility of websites and new media that might be used for a research project." Admittedly, our current statement on FYSs does *not* require faculty to teach library research skills or assign research projects. But if Wesleyan students do not start learning about library research in their FYS, where do they? Anecdotes from students enrolled in the Patricelli Center's [Engaged Projects](#) course, which requires students to conduct research prior to beginning their projects, reveals striking cases of students, often juniors and seniors, reporting that they had never conducted this kind of research before. Furthermore, in the 2018 senior survey, when asked a special set of questions about library use, 37% of responding seniors said that they had not been in a library-led class

session on how to find information. Perhaps the need to provide explicit instruction on how to use a library database is not as pressing as it once was. But we do wonder whether students receive strong, consistent guidance on how to prioritize search results provided by these tools and integrate what they find into their work. In a time of “fake news,” we may need to attend more to how our students evaluate resources outside of what the library has curated for them.

Engaging

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

Appraisal

The National Institute for Learning Outcomes and Assessment (NILOA) describes four assessment philosophies emergent across higher education: **teaching and learning**, measurement, compliance and reporting, and **student-centered**. We situate ourselves within the first and last. Regarding the first, we have fed the results of our work on expressing and mining into pedagogical workshops for faculty. For example, we have used data from our examination of first-year writing in our Faculty Seminar in the Teaching of Writing and with faculty participating in our FYS Teaching Seminar Series. With the pandemic, we have seen increased faculty interest in attending pedagogical workshops and in hearing about the student experience; we expect use of data to increasingly inform teaching. As noted in *Std 7*, library staff are also working to bolster their relationships with faculty to make them aware of what the library can do for their students. Naturally, this is complicated by the open curriculum,

which, we should note, also complicates the assessment of competencies or closing the loop on any assessments that we do. We do not have required courses in which we can implement assessment projects, nor can we impose curricular or pedagogical changes in response to what we learn from these projects. With no appetite to change the open curriculum, our assessment of learning outcomes, especially with regards to the four competencies, is inevitably piecemeal and bottom-up.

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

Finally, given its prominence in our new strategic plan, civic engagement deserves attention with respect to assessment. The ADA and Director of the Jewett Center for Community Partnerships have met repeatedly to discuss how this might be done. We certainly collect data about civic engagement on campus (how many students participate and how), but we do not have a good way to understand the outcomes of their experiences, nor how to access what students might be doing and learning outside of the programs overseen by the Jewett Center.

STUDENT EXPERIENCE

Description

Academic support

Wesleyan offers many well-received academic support services (*see Std 5*), earning an 85% – 90% satisfaction rate for “availability of academic support and assistance” on the senior survey. Our success may be due, at least in part, to how our staff use data to amplify the services they provide. Tutoring is a notable example. When Student Academic Resources (SAR) moved from a gatekeeping to an open system through which any student could request a tutor, the 262 requests the office received in AY2015-16 grew to 497, 683, and 773 in the subsequent three years. This made it more difficult to match tutors to tutees. The lower match rate (88% in Fall 2018, down from 95% the previous fall) caused SAR to shift to group tutoring and delay when students can request a tutor until a few weeks into the semester, after they have a better sense of which courses will challenge them and are more aware of course resources. These changes raised the match rate (96% in Fall 2019), improving service utilization, as measured by whether matched tutors and tutees actually meet and total tutoring hours students received.

Career support

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

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

Pre-major advising

Most notable is our relatively low satisfaction with pre-major advising, a concern for much of the last two decades. From 2001 to 2020 only between 47% and 63% of seniors reported that they were “very satisfied” or “generally satisfied” with pre-major advising. To learn more about the issue, in Fall 2021, we surveyed *both* the faculty and students about their experiences with pre-major advising. One thing we learned from these surveys was that there is a conflict of expectations between faculty and students regarding pre-major advising. Students are more likely to lean into “credentialist” activities, like knowing the requirements for a major, while faculty are more likely to embrace “generalist” activities, like exploring academic areas outside of one’s comfort zone. Meanwhile, both faculty and students complain that it is difficult to find clear, concise information about university and unit-level policies on the university website, which is highly decentralized (*see Std 9*), and many find the course registration process confusing. Finally, the structure of Wesleyan majors—number of prerequisites, limited courses offered off-cycle (*see above*)—and the existence of general education expectations are required for some majors and for being eligible for honors, causes some students to feel that the open curriculum that impressed them as prospective students is far less “open” when they begin to make choices.

Diversity, Equity and Inclusion

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

Conversely, the senior survey reveals no statistically different gaps between international students regarding their overall satisfaction with their Wesleyan education (87% versus 88%) or their willingness to encourage a similar student to attend (83% versus 79%). One of the few statistically significant gaps regarded pre-major advising; 78% of international students were satisfied compared to only 52% of domestic students. Similarly, 100% of international students were satisfied with the availability of academic support and assistance compared to only 85% of domestic students. International students were, however, less satisfied with food (70% versus 88%) and student government (28% versus 61%). Viewing our international student population as one with unique needs, we fielded (in Fall 2021) our first International Student Survey. These students proved most likely to be only “somewhat” or “rarely or never prepared” to manage academic stress (1st semester students: 22%, all other international students: 38%) and visiting professors’ office hours (1st semester students: 42%, all other international students: 26%). Also notable: 57% - 65% of 1st semester students were “not at all aware” of the requirements for off-campus employment (e.g. OPT, CPT). Given that the employment potential often shapes what majors these students will declare, getting this knowledge into the hands of younger students early is imperative.

The Pandemic

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

Appraisal

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

We have recently identified an area of the student experience which may, in fact, contribute to success after graduation but has never been given attention with respect to assessment: on-campus employment. A large number of our students work in various offices here, and while we have not traditionally considered how this contributes to their overall Wesleyan experience, we are increasingly interested in doing so. In considering these on-campus jobs as opportunities for experiential learning, we will be looking for ways to measure the outcomes of those experiences.

OUTCOMES

Description

The Gordon Career Center [publishes the results](#) of the first destinations survey it conducts for every graduating class. The knowledge rate for the survey is usually in the high 80s to low 90s. In the Class of 2019, 12% of students were still seeking employment or graduate school admission six months after graduation. For the Class of 2020, it was 21%, due in large part to students pursuing positions in industries where hiring was hit hard by the pandemic, such as the arts, nonprofits, and education. In the last six years, graduates reported working in the following fields: education (10% - 17%), tech/engineering/sciences (7% - 15%), financial services (10%- 13%), leisure, arts & entertainment (6% - 16%), media and communications (7% - 14%), and consulting (8% - 13%). Meanwhile, over the last five years (2016 – 2020 entering classes), acceptance rates at US medical schools for Wesleyan applicants have ranged from 55% to 77%. While our method for calculating these percentages may be different from those of other schools, it is worth noting that the national average is 41 to 44%. Over the last five years, acceptance rates at US law schools for our graduating seniors have ranged from 92% to 100%. For four out of the past five years, the rate was 100% for seniors. For post-graduation applicants, the five-year rate has ranged from 87% to 93%. NSF data from 2017-2019 doctoral earners suggest that 8.7% of our graduates go on to earn PhDs in science and engineering, placing us 14th among our peers of similar institutional size.

Our survey of graduate students exiting from 2017 to 2021 shows that 57% of our Ph.D. students reported that they would be working in a position in their field in academia, relative to

28% of MA students and 25% of BA-MA students. Meanwhile, 45% of Ph.D. s students reported that they would be working in their field in industry, relative to 33% of MA students and 35% of BA-MA students. About 48% of our exiting MA students reported they would be attending a Ph.D. program after graduation, and 28% of our BA-MA students.

Appraisal

Alumni outcomes can shape our curriculum. Wesleyan's launch of the College of Education Studies, for example, was inspired in part by learning just how many of our alumni work in education (22% in our 2017 alumni survey). But while we are naturally interested in the outcomes of our graduates, we cannot understate how challenging it is to collect reliable data about them. GCC data captures students' employment status within nine months of graduating. It does *not* tell us where our students land years later, when we might be most likely to see the impact of a liberal education. But our attempts via surveys to gather data from older alumni are stymied by low response rates. While our response rates on alumni surveys have always been low (e.g., 34% in 2017), for our 2020 alumni survey, it was abysmally low (11%). Some of our academic units do their own work to gather data from alumni (see *E-Series*), but these efforts are scattered and unstandardized. Furthermore, while we acknowledge the public's interest in the salaries of alumni from institutions like Wesleyan, we also question the reliability and validity of such data and are cautious about using it. Alumni resist answering questions about their salaries, so our internal data is spotty. Externally, the College Scorecard relies solely on the tax data from students who received financial aid. Meanwhile, as a school that recruits and graduates many students committed to promoting social justice in both their lives and careers, we do not celebrate high income as the single sign of post-graduate success.

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

Projection

- Academic Affairs will respond to the report issued by the Ad Hoc Committee for Pre-Major Advising that worked in AY21-22. We anticipate changes to (1) how we provide advising for incoming first-year students in the summer before they arrive at Wesleyan, (2) intentional matching of advisors to advisees based on advising expertise and student need, and (3) streamlined distribution of information on major and university policies.

- We will continue to explore the implications of a rising number of international students for advising and collaborations in this regard among Academic Affairs, the Office of International Student Affairs and the Gordon Career Center.
- The Gordon Career Center is also exploring ways to help students capture the outcomes of their on-campus work experiences.
- OIR will continue to look for opportunities to insert data about student learning outcomes into faculty conversations (in pedagogical workshops, at department meetings and divisional lunches, etc.).

STANDARD NINE: INTEGRITY, TRANSPARENCY & PUBLIC DISCLOSURE

INTEGRITY

Description

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

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

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

Our Office for Equity and Inclusion (OEI) includes a Vice President for Equity & Inclusion and full-time Title IX and equity positions; it also oversees our pipeline programs (Upward Bound, WesMaSS, Mellon Mays, and McNair) and the Resource Center. OEI works with Human Resources (HR) to implement strategies to increase diversity in staff applicant pools, encouraging all hiring managers to invite a process advocate—staff and faculty volunteers who have been trained by OEI to identify implicit biases—to serve on their search teams. OEI also provides leadership, coordination and oversight of prevention and response and policy and procedures related to identity-based bias, discrimination, harassment and sexual misconduct, assuring that the university complies with state and federal law. Its [newly designed web page](#) includes statements on affirmative action and equal opportunity, policies on non-discriminatory and discriminatory harassment and sexual misconduct, and annual reporting of incidents and

proceedings regarding Title IX offenses. All employees must complete [prevention training](#) for sexual misconduct in compliance with Federal Title IX legislation and Connecticut Public Acts 19-16 and 19-93. Students have access to a student-focused website regarding Sexual Misconduct as well. Lastly, all members of the Wesleyan community can report incidents via the [Incident Reporting Form](#).

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

Appraisal

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

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

In 2019, the Board of Trustees revised its [Whistleblower Policy](#); among other things, it now provides a direct line of contact for reporters to contact the Board Audit Committee. Also in 2019, the Board of Trustees passed an updated Incident Reporting Policy. The following year, in response to revised Department of Education regulations, Wesleyan revised its Sexual Misconduct Policy (and procedures) and launched an education initiative to promote it. Each

fall, the university issues a campus-wide Code of Conduct, asking employees to review and acknowledge key policies including the requirement to report any issues they experience.

TRANSPARENCY

Description

While Wesleyan does maintain some print publications (the alumni magazine, the admissions view book, etc.), we depend primarily on our website to communicate with prospective and current students, alumni, parents, faculty, and staff. [Admissions](#) provides a robust set of resources to both attract and educate prospective students. We archive the [online University Catalog](#) each year. The Registrar also prints four hard copies, of which the library archives one. [WesVising](#) helps incoming students learn about different majors as they register for their first courses. [WesMaps](#) helps students identify which courses they want to take each semester. [Life @Wesleyan](#) describes the myriad ways students can be involved with activities outside of the classroom. One can find news about faculty research and scholarship, student success, etc., at [News@Wesleyan](#).

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

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

Appraisal

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

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

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

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

PUBLIC DISCLOSURE

Description

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

We post [Academic Regulations](#) in the university catalog. These include policies about, among others: the credit hour, grading, accepted transfer credit, requirements for academic good standing, and policies for students to submit grade-related grievances. We maintain separate pages devoted to describing our special programs: the [Bachelors of Liberal Studies](#), [Graduate Liberal Studies](#), [Graduate Programs](#), [Wesleyan's Programs Abroad](#), and the [International Student and Scholar Program](#). [WesMaps](#) lists courses offered in a given academic year, as well as those that are not. To keep this information up to date, the Registrar shares lists of courses not taught in the previous four years for each unit to review. The current versions of the [charter and bylaws](#) are dated March 1, 2019. We publish publicly a list of all of [our faculty](#)

and [members of the Board of Trustees](#). The Office of Institutional Research (OIR) posts the Common Data Set and other data to comply with the [Higher Education Opportunity Act](#), including graduation and retention rates and students' post-graduation plans, as reported in the Gordon Career Center's [First Destinations Survey](#) (see *Standard 8*). All academic departments offering majors post learning goals; these appear in the [university catalog for each major](#) under "additional information" and in aggregate on the [assessment website](#).

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

Appraisal

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

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

Projection

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

structure for a sustainable web presence with identified roles and responsibilities and report findings and recommendations for a comprehensive web overhaul and web governance structure.