

# *Wesleyan 2020* – Update December 2016

## INTRODUCTION

Our framework for planning [Wesleyan 2020](#) was put together in 2009 and adopted by the Board in 2010. The year 2020 no longer seems so far away, and over the past months I took a look back to consider what has (or has not) been accomplished so far.

Our three overarching goals in *Wesleyan 2020*, you'll remember, are

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

I continue to find these rubrics helpful, and I review these and the **objectives** and **strategies** associated with each below.

It should be noted that this "look-back" document designed around our framework for planning reflects the view from South College and was prepared in concert with my forward-looking document [Beyond 2020: Strategies for Wesleyan](#). While the information here was collected by the President's Office from across the university, this report is not meant to be comprehensive. A more comprehensive update on the university – our mid-term accreditation report – is currently being prepared and should be available for review early in 2017.

## **ENERGIZE WESLEYAN'S DISTINCTIVE EDUCATIONAL EXPERIENCE**

### **Refine and refresh curriculum, exploiting academic strengths**

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## **ENERGIZE WESLEYAN'S DISTINCTIVE EDUCATIONAL EXPERIENCE**

Like many alumni, I have a strong sense that a Wesleyan education is distinctive, and I am buoyed in that sense by hearing from so many non-alumni who agree about a Wesleyan “personality.” We tried succinctly to point to our “family resemblances.” As part of 2020’s planning process, we developed a mission statement, which Wesleyan had for generations deliberately avoided out of fear of being constricted by it. We settled on the phrase “a liberal education characterized by boldness, rigor, and practical idealism.” I do think our combination of these three is distinctive. What I like about the phrase is the inherent tension between “boldness” and “rigor” and between “practical” and “idealism,” tensions that I believe are productive.

### **Objective: Refine and refresh curriculum, exploiting academic strengths**

This is the first objective listed in *Wesleyan 2020* with respect to energizing the educational experience. Of course, the curriculum is being refined every semester as faculty tweak their courses and new classes are offered. In 2008 it seemed that the bookends of the curriculum – first semester seminars and final semester capstones – were not getting the *extra* attention that they deserved. So much for a student depends on how things begin and how they end.

Our first strategy (in *Wesleyan 2020*) in meeting this objective is **develop a vibrant first-year program**. From FY’13 – FY ’15, our number of First Year Seminars (small classes emphasizing writing and focused on interesting topics) doubled with enrollments increasing from 338 to 536. Still, it can be a challenge to come up with enough FYS courses. We’ve always had enough seats for every first year student to take an FYS in either the fall or spring of the first year (never quite enough for all students to take the FYS in the fall, but always enough if we include the spring). Of course, I’d like to see all students take an FYS on arrival. Why is it hard for us to come up with the classes? It may be because departments are concerned that they won’t have the resources to mount their major curriculum if they let faculty teach FYS courses (which as part of the teaching load can replace courses for the major). It may also be the case that not all faculty enjoy teaching first-year students, who tend to be less-prepared. Still, the Wesleyan curriculum cannot be reduced to majors and departments, and frosh intensive writing classes are one of the few points of commonality for students. How do we incentivize faculty to embrace the threshold academic experience of the first year seminar? How can these seminars have components that are distinctively Wesleyanish?

With respect to the students’ final year, the faculty supports capstones in principle, but that does not mean that all students can find professors to supervise their work. For faculty in certain departments, it’s just too much time and effort given the opportunity

## **ENERGIZE WESLEYAN'S DISTINCTIVE EDUCATIONAL EXPERIENCE**

### **Refine and refresh curriculum, exploiting academic strengths**

---

costs that arise. As a compromise, the faculty passed a resolution to encourage all students to participate in a meaningful senior academic experience. All departments have offerings in this regard, and there are cross-departmental opportunities as well. But only about half of the departments *require* a capstone experience. For many students the capstone means displaying expertise in a subject area, while for others it shows their capacity to branch out from an area of specialization, or to demonstrate originality and leadership. The capstone can be a showcase for qualities, such as independence of thought and creativity, that are valued in the workplace and graduate school alike. Whatever the capstone experience proves to be, it is one that students will carry with them into the world after Wesleyan.

It may be wondered whether the expression of official faculty encouragement has made much difference in numbers of projects completed. Some departments forcefully encourage capstones (or require them), while others resist. Is this because of real intellectual differences, or just the vagaries of personalities in a given department? Why not make capstones universal? One reason is that we have an open curriculum, and that we make NOTHING universal (required). But we could consider asking for some sort of capstone, leaving it up to the student what that should be.

In pursuing our strategy of developing **meaningful capstone experiences for all students**, our first step was to make capstones more visible to students by creating a website for that purpose. The percentage of graduating seniors completing a capstone in FY '15 was 67%. That percentage could be higher, of course. As much as we value these *individual* research experiences, it may be that having more *collaborative* capstones would be salutary. Academic Affairs is exploring a number of new areas – design and engineering, project-based learning, design thinking – that lend themselves to collaborative student work.

**Spurring creativity and innovation across the university** has been an especially important strategy called for in *Wesleyan 2020*. We've proceeded in three different ways:

- I.       tried to increase appetite for creativity/innovation together with awareness of the dangers of complacency and for faculty, awareness of where to find support for innovative pedagogical initiatives;
  - II.       invested more in areas where we spur creativity already;
  - III.      invested in new areas that will spur creativity.
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- I.       Regarding appetite and awareness, we made some early efforts with respect to staff. In 2008 we conducted an innovation retreat with senior staff facilitated by Larry Keeley, P'08, of Doblin Innovation Consultants. A number of ideas were raised and expanded upon, from summer programs to different kinds of

## **ENERGIZE WESLEYAN'S DISTINCTIVE EDUCATIONAL EXPERIENCE**

### **Refine and refresh curriculum, exploiting academic strengths**

---

“platforms” to a branding practice focused on a small number of things we do well and get attention for. All these ideas took shape over the following years – resulting in summer sessions, new certificates, and the Wesleyan Media Project which succeeded in getting eyeballs (at least) on the Wesleyan brand around the country, especially during campaign seasons. Another alumni connection led to meetings on innovation and management; in particular, Ron Ashkenas '72 and Matthew McCreight '81 met with senior staff and members of University relations to talk about “simplicity-minded management” and how to combat complacency and excess complexity.

We talked individually with the great majority of departments asking what creativity meant in their worlds and how they felt that they enhanced the creative capacities of their students. We found that different departments viewed creativity in their areas differently. We published a creativity report on the 2020 website that allowed faculty to see what their colleagues were doing and, I'm told, prompted a fair amount of discussion among them. But that was several years ago, and now we have an institutional tool for spurring innovation in the Center for Pedagogical Innovation (see below).

Academic Affairs is calling faculty's attention to what is now an impressively large set of opportunities for them to receive financial and logistical support for innovative pedagogical initiatives. This year, Allbritton, Service Learning, Center for Global Studies, Office of Equity and Inclusion, and Center for Pedagogical Innovation are offering support for such initiatives in their areas, and Academic Affairs has also found support from The Endeavor Foundation for our first-year seminar program and support from the Andrew W. Mellon Foundation to expand our course offerings in the areas of Design and Engineering with particular interest in their intersection and on the incorporation of project-based learning in such courses. All of this in addition to the support from the Rosenbaum/Anderson Teaching Endowment Support for Teaching and Pedagogical Grants and the usual Grants in Support of Scholarship (GISOS). Having more opportunities and increasing faculty awareness of those possibilities is crucial to spurring innovation in the curriculum.

- II. Secondly, we've invested further in areas of especial creativity, such as writing and Film. Wesleyan's strong tradition in writing continues both within the English Department and across the curriculum. Recent changes include a new Writing Certificate and the recently opened Shapiro Creative Writing Center. The Center's Director is Amy Bloom '75, the Shapiro-Silverberg Professor of Creative Writing, and her presence adds importantly to our ability to deepen student engagement with creative writing. Pulitzer Prize-winning playwright Quiara Alegria Hudes has been brought in as the Shapiro Distinguished Professor of Writing and Theater, and teaches playwriting to both beginning and advanced

## **ENERGIZE WESLEYAN'S DISTINCTIVE EDUCATIONAL EXPERIENCE**

### **Refine and refresh curriculum, exploiting academic strengths**

---

writers at Wesleyan. And we've brought in NYT film critic A.O. Scott to teach our students. These three, I believe, have stimulated the imaginations of our students. How much more can be done (likely through professor-of-the-practice hires) in creative realms?

At the Center for the Arts, the Creative Campus Initiative has proved enormously successful (and found support from outside funders such as the Mellon and Doris Duke foundations). The initiative has provided students with arts experiences illuminating issues of cultural and societal concern (such as the Feet to the Fire orientation initiatives focused on environmental issues) and encouraged students to integrate their art practices into their work in other disciplines. With respect to faculty, the initiative has supplied non-arts faculty with new pedagogical tools that involve integration of artistic research methods and supported artists in theater, music and dance who extend the arts into new areas of curricular and co-curricular life. In 2011 the Institute for Curatorial Practice in Performance (ICPP) was launched as a pilot initiative. The first institute of its kind, the ICPP offers a graduate-level education in innovative curatorial approaches to developing and presenting time-based art. Just this spring I had the pleasure of handing its first graduates their diplomas. Next steps are to build on this important work with the CFA, the ICPP, and Creative Campus.

- III. Thirdly, we've invested in a number of new areas for the purpose of spurring creativity and innovation, creating a new center dedicated to just this. Pedagogical Innovation is at the core of curriculum renewal because working through new modes of teaching helps us to develop new kinds of courses, certificates and majors. We have built an umbrella organization, a Center for Pedagogical Innovation, that should increase our capacity to use technology in the classroom, conduct project-based learning, and ensure that we are meeting our educational objectives in an environment in which modes of learning are changing. More particularly, the CPI is building capacity to utilize novel delivery formats (flipped classrooms, virtual classrooms, online or low residency), non-traditional course schedules (intensive courses), new course components (project-based learning), design of inclusive instructional strategies addressing all learners including those with cognitive or physical disabilities (Universal Design for Instruction), novel courses or curricula (design thinking; new minor, certificates or majors), and new ways of integrating academic and nonacademic experiences such as incorporating alumni mentoring into academic courses.

Already the CPI is providing educational opportunities for faculty, postdoctoral fellows, PhD students, and instructional staff to learn new modes of teaching and mentoring. The CPI intends to foster a culture that values ongoing curricular renewal and innovation, a culture where striving to improve teaching is seen as part of one's identity as a faculty member and is tangibly recognized and valued.

## **ENERGIZE WESLEYAN'S DISTINCTIVE EDUCATIONAL EXPERIENCE**

### **Refine and refresh curriculum, exploiting academic strengths**

---

The issue will be how to incentivize faculty to avail themselves of these opportunities and how quickly the CPI becomes part of how departments view teaching resources.

Our creation of the Summer Session, Winter Session, and Intensive Spring semester are all ways of helping faculty explore new modes of teaching and creating an atmosphere in which faculty feel such explorations are supported by the institution. Summer Session has proved its utility; Winter Session and Intensive Spring are still pilots. How much more can/should we do in this area? Courses with varying amounts of duration and credits? Whatever we try, it will succeed only if faculty want it to. The curriculum is their responsibility; what the administration can do is create institutional structures that support innovation.

Another such structure is the new Digital Design Studio that seeks to equip students and faculty to address current and future digital design needs in their various disciplines. It's a place where students interested in art, photography, architecture, graphic design, or theatrical design – to name but a few subjects – can work together in a dedicated digital space and learn to use tools to imagine and test new frontiers in design. Design, broadly construed, seems an area of increasing interest and ripe for growth.

Early in 2014 the Dance Department moved from the CFA to a new studio and office space on Cross Street, close to the Bessie Schönberg dance studio on Pine Street. The new space is equipped for lighting instruments and is a better production and performance space.

And just last spring we facilitated the creation of a student-run arts collective in the basement of Hewitt 8 called the Workshop. It's a space that provides space, support and resources to any student wanting to pursue a creative project; those resources include film and photo gear, computers for design work and film editing, a woodworking bench and power tools, a soldering iron, art supplies and a sewing machine. As one of the student founders Rachel Day '16 put it, "when students pursue projects outside of the reward system of grades, they have a huge feeling of ownership and stewardship. It opens up a whole new world of motivations and curiosities; it allows for a lot more exploration—thoughtful fooling around." It also allows students who may not have considered themselves artistic, to develop an interest in arts and crafts.

The Workshop is one structure that should spur creativity with respect to "the making of things." Obviously (and more importantly) we also have our art studios and our science labs where students certainly "make things." But while we have applied science here, we have little engineering per se. Wesleyan faculty committed to the liberal arts have long been suspicious of anything

## **ENERGIZE WESLEYAN'S DISTINCTIVE EDUCATIONAL EXPERIENCE**

### **Refine and refresh curriculum, exploiting academic strengths**

---

deemed vulgarly vocational. Doubtless many Wesleyan humanists and social scientists (certainly when C.P. Snow was on our campus writing his influential *The Two Cultures*) considered engineers to be mechanistic thinkers always seeking simple answers no matter how complex the problem – and imagined that they were, in turn, seen by engineers as muddled thinkers content with impractical solutions. But that era has passed. Today it's evident that the making of televisions shows, headphones, music production, computer games, or technology in the service of community engagement all depend on combinations of design and engineering and the kinds of contextual knowledge provided by the liberal arts. This past year we've had a number of good conversations about how to work "the engineering of things" and the attendant satisfactions into the curriculum.

While we have been investing in spaces that spur creativity, are those investments enough? Wesleyan owns a building on Hamlin street that cries out for use as art studios, and if the bookstore moves to Main street, what can be done with the vacated space? While we have been ambivalent about the perception of Wesleyan as an "artsy place," that certainly does not mean we don't want to pursue the arts at the highest level.

Finally, with respect to attracting creative students to Wesleyan in the first place, we have just announced the "Wesleyan University Hamilton Prize for Creativity." It won't be long before we will be looking at a broad range of original written submissions in the realms of fiction, poetry, lyrics, plays, scripts, nonfiction or other forms of creative expression.

**Develop civic engagement opportunities across the university** is a strategy we have pursued with great energy. Over the past 6 years we have doubled down on Willbur Fisk's 1831 declaration that the purpose of a Wesleyan education to be "the good of the individual, and the good of the world" by developing civic engagement opportunities across the university. A notable example is the Civic Engagement Certificate (CEC) designed to help students develop deeper understandings of their civic engagement experiences. The first and key component is the Foundations course which provides an overview of key aspects of democratic theory and the major forms of citizen participation together with the conditions which make those forms possible. Students go on to take other related courses together with co-curricular civic engagement activities that are experienced through the lens of applied theory. Finally in the senior seminar serving as a capstone course they return to issues in the Foundations Course in light of their volunteer activities (which they've recorded in their e-portfolios). There is much to like about the CEC, including the relationship between theory and its application in the real world. That said, the appetite of students for the certificate has been less than we expected. Over the past three years twelve students have completed

## **ENERGIZE WESLEYAN'S DISTINCTIVE EDUCATIONAL EXPERIENCE**

### **Refine and refresh curriculum, exploiting academic strengths**

---

the certificate. Six sophomores have just declared, so interest does appear to be growing.

If the CEC created curricular coherence for civic engagement at Wesleyan, three new organizations have been launched to provide organizational structure. The hub of civic engagement is, of course, The Allbritton Center, where students and scholars study public life, work with the community, and teach skills for social impact. Under the Allbritton rubric we have the Patricelli Center for Social Entrepreneurship dedicated to supporting students and alumni who create programs, businesses, and organizations that advance the good of the world, and the Jewett Center for Community Partnerships (which contains the Office of Community Service and Volunteerism, the Green Street Teaching and Learning Center, the Center for Prison Education, WESU 88.1FM.) These three Centers providing students the opportunity to reflect upon their civic activities and integrate them with their academic work have been much celebrated in recent years. They have changed the nature of the institution, adding structure to make the most of good intentions.

**Bolster interdisciplinary work in ways that complement departmental strengths** is a strategy phrased in recognition of historic tensions at Wesleyan (and elsewhere) between departments and interdisciplinary programs – and the promise of the latter to deliver more innovative responses to real-world challenges through its emphasis upon synthetic thinking. While interdisciplinarity has historically been strong here, we wanted to make it even stronger, and we've done this in a number of ways. The College of the Environment (COE), launched in 2009, navigates the tension between department and interdisciplinary program through its linked major: every student with an environmental studies major must also have a primary major in another department – the idea being that multidimensional issues posed by environmental challenges are best addressed from multiple perspectives. The COE, housed on High Street, is maintaining the energy with which it began, with plenty of majors. It also has a think tank for professors from various departments here, and their participation has led to some good research. The COE has quickly become a signature program here, and its success increased confidence in the creation of other Colleges – College of Integrated Sciences, College of East Asian Studies, College of Film and the Moving Image – all of which draw strength from departmental expertise while allowing students to bring other perspectives and resources to bear on particular issues. We have raised significant endowment funds for the colleges and will continue to do so.

One of our oldest and most respected interdisciplinary programs at which Wesleyan is the Center for the Humanities (CHUM), and in 2011 we stimulated an endowment challenge grant from the Mellon Foundation (quickly met) to secure CHUM's future. The grant was both a recognition of CHUM's interdisciplinary achievements of the past and an investment in its future efforts to link humanistic research at the highest level to pedagogical practice and public discourse. Interdisciplinary projects at the Center are



## **ENERGIZE WESLEYAN'S DISTINCTIVE EDUCATIONAL EXPERIENCE**

### **Refine and refresh curriculum, exploiting academic strengths**

---

generated by Wesleyan faculty who work together there with visiting scholars, postdoctoral fellows, and undergraduates. Often these projects connect the humanities to the sciences and social sciences through collaborations with a number of our other established interdisciplinary programs, such as the College of Social Studies, the College of Letters, the Science in Society Program, the Allbritton Center for the Study of Public Life, as well as the newly created program, the Certificate in Social, Cultural and Critical Theory.

Writing and computational analysis are both fundamentally interdisciplinary skills in the sense that they have wide applicability across the curriculum, and both have received institutional support in recent years. The English department has been central to our writing programs, and in recent years its work has been complemented by the Writing Certificate, approved by the faculty in 2010. The emphasis on writing in the First Year Seminars, the distinguished visitors brought to campus in journalism, creative non-fiction, poetry and fiction, have all bolstered our capacity to respond to our students' deep interest in the written word. The College of Letters typically offers classes in writing and supervises several book length senior projects each year.

Our relatively new Quantitative Analysis Center (QAC) is interdisciplinary in that it coordinates support for quantitative analysis across the curriculum. We have been strategically increasing the staffing for the QAC, which has grown from one full-time staff member to three members over the past two years, with another hire currently underway. This has enabled the QAC to offer a greatly expanded range of courses as well as supporting the new minor in data analysis and certificate in data science. These four positions are situated so that the staff can move between teaching and research support activities as needed. Situated within the expanded QAC is our new Digital and Computational Knowledge Initiative (DaCKI) which emphasizes the contribution that computational thinking and analysis can make to a wide variety of disciplines. DaCKI helps students and faculty accelerate their acquisition of the concepts, methods, and skills for constructing digital knowledge. New computational course modules are integrated into other discipline-specific courses, enriching a wide range of non computer courses with the tools and insights of computation.

Three years ago as part of our strategy to **extend global reach of the curriculum**, we put together a website entitled "Globally Connected and International at Heart" that emphasizes that Wesleyan's students and faculty come from scores of different countries, the global reach of the curriculum, and the impact of Wesleyan around the world. While the site served some institutional purposes (such as admissions), faculty felt that the extent of their own international character (which they construed broadly) could not be adequately represented in such a way. This view was one factor in the creation of the Center for Global Studies (CGS) designed to enhance the intercultural expertise of Wesleyan students. Such expertise is considered to consist in various forms of awareness, knowledge, and linguistic capabilities, and the CGS works to identify such

## **ENERGIZE WESLEYAN'S DISTINCTIVE EDUCATIONAL EXPERIENCE**

### **Refine and refresh curriculum, exploiting academic strengths**

---

expertise in our faculty across the curriculum. The CGS will enable students to act more effectively in an increasingly globally connected world and provide a focus for faculty to participate in multicultural institutional exchange, which is becoming the dominant model in the emerging global marketplace of ideas. The CGS, which has incorporated the Office of Study Abroad, has a new home in renovated Fisk, and its efforts to extend our global reach will be exciting to watch. At the same time, understandings of “global” and “international” can be in tension with those of race and ethnicity. Extending global reach is all to the good, but concerns that we have not made commensurate innovations and investments in the ethnic studies areas will need to be addressed.

As part of our strategy to **invest in technology to support and inspire academic innovation**, we made the decision in 2012 to hire a head of information technology and raise the position to the cabinet level. This chief information officer oversees the full spectrum of technology issues at the university – from infrastructure to digital information – and provides strategic direction and cohesion to the various parts of ITS as well as advocating for ITS at the university level. A major investment has been made in Blackboard Analytics, which promises to make our use of data for strategic decision making more robust and efficient.

In the past year our investments in classroom technology have been made in light of recommendations from our consultants (Sasaki, Eastley Partners Planning and Design) for more flexible learning spaces designed to address the desire for technology-enabled, reconfigurable classrooms that showcase learning by connecting more seamlessly (often transparently) with the world outside. Probably the best example is our renovated Exley “fishbowl” upgraded with new, easy to move tables and chairs, portable whiteboards, a classroom multimedia cart, and two very large flat screen displays. The classroom has been praised for its spacious feel and flexibility and last fall was home to 10 classes. Its impact has been so positive that it has influenced the design of the new Center for Global Studies and project-based learning classrooms in Fisk Hall. And the Classroom Renovation Taskforce is recommending several other such classroom modernization projects.

Investment in classroom technology will continue to be important, but even more important is developing the appetite for it among faculty together with their capacity to use it. That’s one of the reasons we created the Center for Pedagogical Innovation and its Instructional Design & Development unit, which helps faculty develop technological solutions to enhance their courses based on learning objectives they themselves have outlined.

Our work with Massive Open Online Courses (MOOCs) and Coursera is also a part of this desire to use technology to increase the appetite and capacity for pedagogical innovation. Since we offered the first MOOCs in 2013, over 20 individual Wesleyan

## **ENERGIZE WESLEYAN'S DISTINCTIVE EDUCATIONAL EXPERIENCE**

### **Refine and refresh curriculum, exploiting academic strengths**

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courses have been offered on the Coursera platform, ten of which are contained within two Specializations (which are series of courses culminating in a capstone).

Naturally the not inconsiderable efforts to create these online courses has influenced those who made them and how they teach in campus classrooms. For Professor Lisa Dierker, the project-based statistics course developed for Coursera in 2013 led to the “flipping” of the on-campus version of the course. As she put it, “I was faced with the question ‘what would students need to know if they would never be able to interact with me?’ and that is a question I would have never asked myself without the MOOC experience.” And Andy Szegedy-Maszak used his Coursera class as a kind of video textbook for his Wesleyan course. The Coursera lectures are on the syllabus but are not required of his Wes students. Rather the lectures are offered for purposes of enrichment, review, or even make-up if students have missed a class. And I did something similar to Andy in my Modern and Postmodern class. I used the video lectures to supplement what we did in class, and I thought they were especially useful as study aids. I did try once to have Wesleyan students take the course simultaneously with the Coursera students, and then require my Wes students to post on the discussion boards (rather than just on Moodle, which is our standard practice). Although they did this, nobody seemed to find it all that interesting. I found almost no extended conversations among the online students and the on-campus students. Coursera’s appetite for Wesleyan courses is great, but at what point does this become a distraction from our campus efforts rather than an innovative injection of energy? How far should we go in encouraging Wesleyan faculty to make these efforts?

The new Digital Design Studio for which we sought and received a grant from the George I. Alden Trust, has been situated in the renovated carriage house of the DAC, providing students with the tools (including powerful computers, scanners, and a 3-D printer), procedures, and techniques of digital design, but also the theoretical background needed to bridge the divide between what they are learning in their humanities and arts classes and the tremendous innovations going on in the digital world.

**Improve assessment mechanisms to regularly monitor student learning** is a strategy whose importance was highlighted in the Accreditation Process that the university underwent in 2012-13. Assessment of learning outcomes (apart from grades) is a notoriously difficult endeavor: faculty wish to preserve Wesleyan’s distinctive educational culture, and different fields use very different metrics and methods. So each department/program was asked to define its own goals for student learning and define a method for evaluating student learning in relation to those goals. This they have done, by and large, and in different ways. Many rely upon a required capstone experience as the evidence of student learning outcomes. Others focus on self-assessment portfolios composed of papers written for the major and a paper written by the students assessing their own intellectual growth. There are still other modes of assessment, but the most

## **ENERGIZE WESLEYAN'S DISTINCTIVE EDUCATIONAL EXPERIENCE**

### **Refine and refresh curriculum, exploiting academic strengths**

---

promising path forward now seems to be the student portfolio. Expanding on this is uncharted territory for Wesleyan, so naturally it's been assigned to the Center for Pedagogical Innovation. The CPI will provide support for Wesleyan's student portfolio project and for developing and assessing new student competencies. The student portfolio project is a digital, generally web-based, repository of student learning artifacts, used to demonstrate attainment of competence and to provide a place to reflect on learning. In fall 2015 an assessment working group settled on four fundamental competencies we seek to develop in our students:

- Mapping = navigating complex environments
- Expressing = writing, expressing, communicating
- Mining = quantitative analysis and interpretation
- Engaging = negotiating intercultural differences.

With these competencies in mind, CPI efforts will enable Wesleyan to more intentionally link advising, teaching evaluation, and learning outcomes assessment. We have also just invested in a new position in Information Resources, and this should help us get a handle on this fraught issue of assessment. There is a gap between the commonsensical notion that we should be able to assess our success in what we do and the nature of liberal learning which does not always lend itself easily to statistical analysis. The Provost is working on a report to the faculty on steps that should close this gap.

**Improve course access**, the ninth and final curricular strategy, obviously does lend itself to statistical analysis. With respect to access to all classes, large and small, Wesleyan has increased the number of faculty and the number of seats available to students. Academic Affairs tells me that the total number of full-time faculty (excluding those on unpaid leave) rose from 351 in 2010-2011 to 369 in 2015-2016, a 5.1 percent increase. In addition to our 300+ tenured and tenure-track faculty, Academic Affairs has worked with department chairs over the past few years to streamline the process for hiring visiting faculty to ensure that Wesleyan is able to hire as many visiting faculty as possible and to hire them sooner so that the courses are available in WesMaps when students begin selecting courses during pre-registration. With the additional faculty, the total number of seats offered has increased from 30,504 in 2010-2011, to 32,004 in 2015-2016, which adjusted for the 1.5% increase in the number of students, means a 3.3% increase in the seats available.

Adjustments in the preregistration process for first year students seem to have resulted in reduced anxiety and greater access. The creation of the Summer Session has offered students the opportunity to take classes not accessible to them during the regular academic year. And yet, it's clear that very often Wesleyan students do not have access to all the classes they want; certain classes are often over-subscribed. This is an ongoing issue for Academic Affairs which needs to decide whether (and how) to add faculty in areas of high demand.

## **ENERGIZE WESLEYAN'S DISTINCTIVE EDUCATIONAL EXPERIENCE**

### **Refine and refresh curriculum, exploiting academic strengths**

---

We have also made it easier for students to gain access to the credits they need to graduate early and promoted a three-year option. Students who graduate in six semesters (three years of normal course loads plus summer courses) may expect to save about 20 percent of the total cost of a Wesleyan education. The three-year option is not for everyone, but for those students who are able to declare their majors early, handle some in-semester overload and earn credit during Wesleyan summer session, this more economical path to graduation can be of genuine interest. Our promotion efforts began in earnest in 2012-13, leading to the jump in 2014 (see below). That said, it's a bit surprising that not more students have taken the option.

<b>Class Year</b>	<b>6 Terms</b>	<b>7 Terms</b>
2012	10	45
2013	12	34
2014	22	50
2015	18	37
2016	17	50
Total	79	216

That Wesleyan students are not anxious to leave campus early is understandable (and reason for satisfaction), but now at least students are aware that they have options should affordability be a major concern.

## ENERGIZE WESLEYAN’S DISTINCTIVE EDUCATIONAL EXPERIENCE

### Enhance faculty’s capacity for mentoring students and for producing research

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#### Objective: Enhance faculty's capacity for mentoring students and for producing research

This is the second of the four objectives with respect to our goal of energizing the distinctive educational experience, and it is associated with seven different strategies. The CPI has already been discussed, but here it’s worth noting that its mission has been extended to be a resource for mentorship as well as teaching. An important part of its work will be to build capacity in the faculty for working effectively with students who feel marginalized, often those from historically marginalized groups, and inclusive instructional strategies addressing all learners including those with cognitive or physical disabilities (Universal Design for Instruction).

Mentorship is based partly on close relations, and one of the most successful moves we made was to provide vouchers for faculty to take their students to lunch at the DFC. This is at once so simple, so easy to do, and so impactful. But is it enough? Below you see a question asked on the senior survey and the results.

*How many faculty members know you well enough to provide a professional recommendation concerning your qualifications for a job or advanced degree work?*

	2010	2011	2012	2013	2014	2015	2016
One or more	95.9	95.1	95.2	93.6	94.1	90.9	95.2
Two or more	87.9	89.7	82.7	80.5	78.2	77.8	85.0
None	4.1	4.9	4.8	6.4	5.9	9.1	4.9
One	7.9	5.4	12.5	13.1	15.9	13.1	10.2
Two	27.9	29.4	30.4	28.1	26.7	27.6	28.3
Three	30.7	33.8	29.5	30.9	29.3	29.0	30.4
Four	17.5	13.0	11.2	11.9	14.1	10.5	16.1
Five or more	11.8	13.5	11.5	9.6	8.2	10.5	10.2

The 2016 statistics indicates we fall just shy of the peer median for both measures (95.9 for one or more and 87.1 for two or more), but it is a recovery from the disturbing dip in 2015. These statistics are the best we have to get a sense of a relationship that lies *at the heart of the residential experience here*. With the increasingly bold claims made by online education, how will we be able to justify such a costly residential experience without the close interpersonal relations among faculty and students that we advertise? Yes, independence is valued here (reflected in our open curriculum), and some faculty doubtless believe (as a colleague of mine from Harvey Mudd once put it) that “You can lead students to knowledge, but you can’t make them think.” At the same time, Wesleyan faculty take enormous satisfaction in motivating (if not forcing) students to

## **ENERGIZE WESLEYAN'S DISTINCTIVE EDUCATIONAL EXPERIENCE**

### **Enhance faculty's capacity for mentoring students and for producing research**

---

think. Anything more the university can do to support this would be important. We will be putting more emphasis upon advising, but anecdotal information indicates that professors have closer relations with students in their classrooms than they do with their advisees. What can the institution do to make mentorship a more powerful part of the educational experience?

Mentorship takes time, and some faculty may feel that this is time taken away from their research. It clearly doesn't have to be this way. Our Center for the Humanities (CHUM) has long been a place for students to work closely with faculty and also a powerful engine of faculty research. It's a truly special place for our faculty to "get away" (but not too far) and focus on their research in an oasis of interdisciplinary discourse and intense intellectual engagement. In recent years we have been able to secure CHUM's future by raising money for its endowment, the majority from the Mellon Foundation. The COE has a think tank along similar lines. A group of four faculty take a year off from teaching to focus on research at the COE in the company of a prominent visiting scholar and promising undergrads in a year-long academic think tank on a critical environmental issue. The faculty are expected to produce scholarly works that will influence national/international thinking and action on the issue. These are just two of many great places for both mentorship and research.

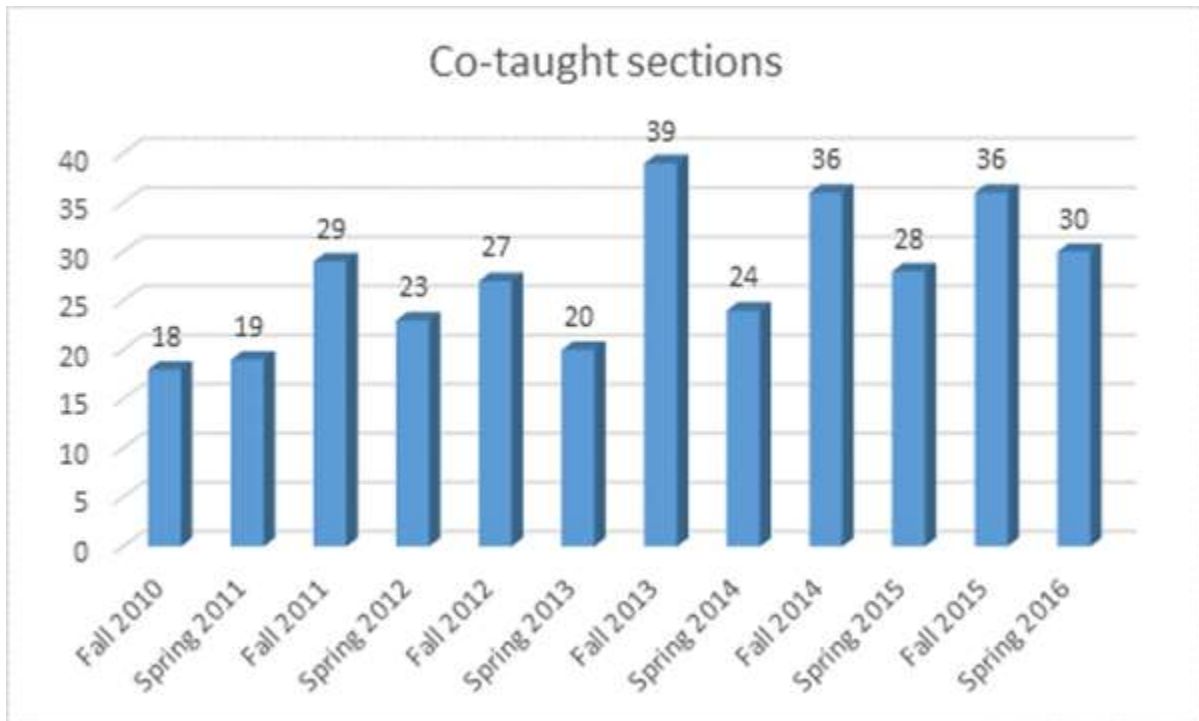
Mentorship and research can sometimes flow together nicely, but there are other times when undergraduates need guidance that has little to do with the production of new knowledge. When most faculty professional incentives are aligned with specialized research, freeing time for this kind of labor intensive work with students can be a real challenge.

The first of our strategies in pursuing the mentoring/research objective is **increase opportunities for collaborative / team teaching**. Here's what the Registrar's data shows regarding co-taught sections for the last six years:

## ENERGIZE WESLEYAN'S DISTINCTIVE EDUCATIONAL EXPERIENCE

Enhance faculty's capacity for mentoring students and for producing research

---



Clearly considerable progress has been made, with the last academic year boasting the most co-taught sections ever, nearly twice the number six years ago. Team taught courses last year involved such departmental combinations as History and Dance, Biology and Computer Science, and Psychology and the QAC. Of course team teaching has been a staple of programs like the College of Letters, long convinced of the rewards for both students and faculty. But team teaching across the curriculum would be expensive and require planning. We need to attend to the trade-offs in enhancing team teaching opportunities.

Faculty are not only doing more teaching together, they are also coming together to discuss their teaching methods. With support from the Davis Educational Foundation, a group of faculty met regularly last year to collaborate on developing project-based versions of large introductory courses; and now (thanks to more support from both Davis and Mellon) they will be joined by sixteen more faculty to discuss their project-based course experiences.

To **increase faculty diversity**, Academic Affairs and the Office for Equity and Inclusion work together on the faculty recruitment process to ensure the development of a diverse pool of candidates for every open faculty position. Of course, diversity in the pool of candidates is not the same as diversity in the faculty. On one hand, Wesleyan has increased the percentage of female faculty from 43 percent of all faculty in 2010-2011 to 46 percent of all faculty in 2015-2016, a seven percent increase; and the



## ENERGIZE WESLEYAN'S DISTINCTIVE EDUCATIONAL EXPERIENCE

### Enhance faculty's capacity for mentoring students and for producing research

---

percentage of international faculty has increased from one percent of all faculty in 2010-2011 to eight percent of all faculty in 2015-2016. That's good. We have made strong efforts to increase faculty diversity with respect to race: the percentages of faculty of color have been highest in 2011 and 2016. We want to increase those percentages, and we will.

Here are the relevant statistics:

#### Faculty diversity

<u>All faculty</u>	<u>2011</u>	<u>2012</u>	<u>2013</u>	<u>2014</u>	<u>2015</u>	<u>2016</u>
Female (%)	43	46	45	48	46	46
Faculty of Color (%)	21	19	17	17	18	20
International (%)	1	4	5	7	8	9

#### Tenured & tenure-track faculty

Female (%)	41	43	41	43	43	42
Faculty of Color (%)	18	17	15	15	15	18
International (%)	1	4	7	8	8	8

The table below gives more details on the tenure-track hires over the past five years:

Demographics	11/12	12/13	13/14	14/15	15/16
Male	7	5	5	9	7
Female	4	10	5	6	8
White	7	9	8	4	5
Asian	2	1	0	4	3
Black	2	1	1	3	6
Hispanic	0	4	1	3	0
N. Hawaiian/Pac. Isl.	0	0	0	1	0
≥2 Categories	0	0	0	0	1
Total Number	11	15	10	15	15
% Female	36	67	50	40	53
% Minority	36	40	20	67	67

With respect to diversity, search pools vary considerably by discipline and by subfield within discipline, and comparisons across years can be misleading. But we have increased our efforts and been more successful in hiring minority candidates in the last

## **ENERGIZE WESLEYAN'S DISTINCTIVE EDUCATIONAL EXPERIENCE**

### **Enhance faculty's capacity for mentoring students and for producing research**

---

two years. Going forward, we will need to be attentive to how we understand “international” with respect to race and ethnicity.

It's not just numbers, of course, though numbers are important. We also want all our faculty to be able to make the most of diversity. Academic Affairs encourages candidates at the time of application for open faculty positions to describe their cultural competencies and experiences engaging a diverse student body to ensure that we are bringing to campus faculty who want, and are equipped, to work in our diverse community.

The strategy to **increase opportunities for using collections in teaching** resonates with my experience in California at the Getty Research Institute where collections-based research was key. Obviously if Wesleyan is going to have collections, it should use them in teaching. Our most substantial collections are held at the Davison Art Center, and here there has been a major increase in class visits. The increase is due to curatorial outreach: understanding what faculty are going to teach and informing them in advance of potential overlaps with the collections. In FY2012 there were 21 courses using those collections and 44 class visits; last year it was 30 courses and 69 class visits. Curatorial outreach (which includes curators speaking at the New Faculty Orientation) is also leading to greater utilization of our Archaeology and Anthropology Collections: fourteen classes used those collections last year, whereas in previous years it was no more than 2-4.

The DAC also supports study of the collection through a rapid digital imaging program, funded by a 3-year Museums for America grant. After two summers of this project, the DAC now has high quality digital images of more than 4,000 objects – more than 3,800 of which are of artworks free of copyright and hence readily available online under the DAC Open Access Images policy for all uses.

There is a point at which curators cannot handle more visits, of course, and space is limited as well. At the DAC teaching takes place in the Print Reference Library, which holds up to 18-20 students, so larger classes are often divided into two groups, or the teaching moves to the gallery, which means it is closed for other purposes.

In Olin Library's Special Collections & Archives the curators made 67 class presentations last year (for 768 students) – all in the Davison Rare Book Room. This is slightly fewer than in the past two years, likely due to faculty sabbatical schedules and which courses are being taught. Classes range from Digital History to the Anthropology of Social Movements to Environmental Studies students looking for environmental themes in artists books. While the curators also conduct open houses and exhibitions, teaching is

## **ENERGIZE WESLEYAN'S DISTINCTIVE EDUCATIONAL EXPERIENCE**

### **Enhance faculty's capacity for mentoring students and for producing research**

---

their top priority. At the same time, they feel that for years now they have been near capacity in this regard.

**Increase opportunities for participating in co-curricular programs and advising** is a strategy whose phrasing could imply a strong appetite among faculty for both these things. Generally speaking, however, while faculty enjoy interactions with students based upon shared interest in content, they do not enjoy advising nearly so much – and especially not pre-major advising where they are asked to advise on areas of the curriculum not their own. They themselves often feel in need of advice, and Academic Affairs has a new website called “Advising Matters,” with key advising resources.

That faculty prefer to weigh in on questions related to their expertise reflects the seriousness with which they pursue their scholarship. But it may leave students who need help in the lurch. That said, in recent years the university has had no trouble attracting faculty volunteers to mentor specific student populations perceived as likely in need of such help such as the Posse vets and the students in the WesMaSS program (which includes a summer bridge program for students who want to pursue studies in mathematics and the physical sciences). Changes made in the pipeline programs (McNair, Mellon Mays) and moving them to the Office for Equity and Inclusion may lead to increased opportunities for advising particular populations. The problem of how to improve pre-major advising remains, and the Provost is working on it.

Faculty are not especially enamoured with the transactional aspects of advising, and Academic Affairs has responded by simplifying the pre-registration system and by providing support for departments that have heavy advising loads and are interested in having a rising senior serve as peer mentor. And now being launched is a new virtual advising program, WesVising, that helps incoming first-year students (all of whom have already selected their courses for the first semester) better understand how individual departments operate.

The hope is that making the transactional aspects of advising less burdensome will encourage faculty to invest more in the transformational aspects of advising, including conversation about goals beyond the university. Most importantly, the increased focus on advising coming from Academic Affairs should encourage faculty to be more thoughtful about what they do as advisors.

One of the most successful new opportunities for faculty to mentor students outside of the classroom is the the Student-Faculty Free Lunch Program in the DFC. Through this program, each faculty member is encouraged to take small groups of students to lunch in the DFC free of charge. The program has been adapted in the last couple of years with enhancing the conditions for mentorship in mind, and now faculty may use the voucher

## **ENERGIZE WESLEYAN'S DISTINCTIVE EDUCATIONAL EXPERIENCE**

### **Enhance faculty's capacity for mentoring students and for producing research**

---

as many as four times a year but inviting no more than three students each time. The conversation is likely to be more personal in smaller groups.

**Increase number of small classes (under 20)** has been one of our most significant initiatives given its impact on the academic experience, on recognition of the university (*U.S. News*), and on our financial model (small classes are expensive). In my first years here we made a concerted effort to add small classes to our course offerings. We'd found that the percentage of seminar style classes had slipped, and we were determined to increase that percentage without creating course access issues. So we added scores of small classes. As a result, the percentage of courses with 19 or fewer students has increased over the past six years from 67 percent in 2010 and 2011, to 72 percent in 2014, 2015, and 2016. Is this percentage increase enough? Obviously certain lecture classes lend themselves to large class sizes, but some of these might profitably benefit from hybrid perhaps blended forms of learning in which professors spend less time at the podium and more time interacting with students. And perhaps some classes with 25-40 can be broken down into two sections, though the difficulties here with respect to expense and logistics are not minor.

The strategy **support faculty research, stimulate opportunities for collaborative faculty-student research** is key to our vision of the scholar-teacher and student work at the highest level.

We've remained strong in our commitment to faculty research by maintaining a generous sabbatical policy, despite financial constraints. Tenured and tenure-track faculty here are eligible for a semester's sabbatical with full pay after every six semesters of teaching (in peer institutions it's often seven), while adjunct faculty are eligible for a sabbatical after ten semesters (often twelve at other institutions). One precautionary change we did make was to emphasize the "eligibility" for sabbaticals, not guarantee them. Faculty must have real research in mind to get their sabbatical and follow through to qualify for the next one. If nothing else, this change in emphasis exemplifies the seriousness with which we take research – our scholar-teacher model depends upon it. In practice, unsurprisingly, Wesleyan faculty have little difficulty in coming up with viable projects.

Today faculty can enlist the support of the Library in identifying resources for research, the office of Corporate, Foundation and Government Grants in applying for external grants, and the office of Faculty Career Development for counsel. And they can access internal grants through GISOS (Grants in Support of Scholarship). Early in 2014 we decided to dramatically increase GISOS support (from \$522,000 to \$655,000 in FY 15), and this fiscal year it is \$671,000. Each year Wesleyan awards these monies on a competitive basis: 1) up to \$750 for general support; 2) project grants up to \$5,000; 3)

## ENERGIZE WESLEYAN'S DISTINCTIVE EDUCATIONAL EXPERIENCE

### Enhance faculty's capacity for mentoring students and for producing research

---

up to \$2,600 annually to fund presentation of new research at scholarly meetings. Faculty may also access residential fellowships in the Center for Humanities and the College of the Environment.

Internal grants are important, but external grants are more substantial, especially in the sciences, and the university assists faculty in these as well. The table directly below shows all our science proposal submissions and grants awarded by fiscal year. Beneath is a second table with the data just for federal funding of the sciences.

	<b>Number of Proposals Submitted</b>	<b>Submitted Amount</b>	<b>Number of Grants Awarded</b>	<b>Awarded Amount</b>
<b>FY08</b>	62	\$19,054,562	19	\$2,667,209
<b>FY09</b>	95	\$29,331,257	38	\$4,604,865
<b>FY10 (ARRA)</b>	107	\$32,259,333	37	\$8,950,736
<b>FY11</b>	58	\$28,973,750	29	\$6,702,657
<b>FY12</b>	80	\$21,889,385	19	\$2,638,855
<b>FY13</b>	78	\$24,568,613	20	\$2,373,066
<b>FY14</b>	65	\$20,247,450	29	\$6,054,031
<b>FY15</b>	67	\$16,837,741	30	\$4,337,617
<b>FY16</b>	81	\$13,603,251	46	\$5,941,394
<b>TOTALS</b>	<b>693</b>	<b>\$206,765,342</b>	<b>267</b>	<b>\$44,270,430</b>

	<b>Federal Science Only Proposals Submitted</b>	<b>Federal Science Only Submitted Amount</b>	<b>Federal Science Only Number of Grants Awarded</b>	<b>Federal Science Only Awarded Amount</b>
<b>FY08</b>	42	\$17,599,704	14	\$2,600,779
<b>FY09</b>	74	\$26,969,699	26	\$4,321,640
<b>FY10 (ARRA)</b>	95	\$29,933,070	30	\$8,739,994
<b>FY11</b>	46	\$20,944,401	22	\$6,570,940
<b>FY12</b>	70	\$17,805,963	17	\$1,798,773
<b>FY13</b>	57	\$19,802,091	14	\$2,290,421
<b>FY14</b>	49	\$18,109,776	20	\$4,167,438
<b>FY15</b>	48	\$14,408,996	17	\$3,540,796
<b>FY16</b>	52	\$11,154,764	27	\$4,675,075
<b>TOTALS</b>	<b>533</b>	<b>\$176,728,464</b>	<b>187</b>	<b>\$38,705,856</b>

## **ENERGIZE WESLEYAN'S DISTINCTIVE EDUCATIONAL EXPERIENCE**

### **Enhance faculty's capacity for mentoring students and for producing research**

---

Science proposals and grants form the bulk of all Wesleyan proposals and grants. It is also the case that the success rate is slightly lower in the sciences, and this doubtless reflects the extraordinary competitiveness scientists face. (In looking at this data, it should be remembered that the submission-to-award ratio by fiscal year is not entirely accurate as many research grant proposals are submitted in one year and the disposition of the funding isn't known until the following fiscal year or beyond; it's also important to note that the data are shaped by the cyclical nature of grants received and applied for.) Our banner FY10 was an anomaly because of the American Recovery and Reinvestment Act, which made extra grant monies available to many federal funding agencies.

The downturn in FY12 and FY13 is striking, the result of a dramatic decline nationally in support from the Federal Government. The national story for researchers seeking federal grants is not a happy one; fortunately Wesleyan scientists have fared relatively well in recent years, as indicated in the chart below comparing Wesleyan to its peers with respect to NSF and NIH grants:

## ENERGIZE WESLEYAN'S DISTINCTIVE EDUCATIONAL EXPERIENCE

Enhance faculty's capacity for mentoring students and for producing research

Institution	Active Grants, Federal FY 2011 - 2016*	Number of Grants
A	\$19,858,013	27
Wesleyan University	\$19,082,455	69
C	\$ 11,543,911	29
D	\$10,473,009	40
E	\$9,848,101	39
F	\$9,430,002	40
G	\$9,426,362	37
H	\$9,424,398	39
I	\$8,944,758	54
J	\$8,612,982	27
K	\$8,557,477	22
L	\$8,197,023	28
M	\$8,105,447	41
N	\$7,979,496	39
O	\$7,304,562	27
P	\$5,985,047	18
Q	\$5,577,906	21
R	\$4,886,177	22
S	\$4,833,635	28
T	\$4,678,030	23
U	\$3,409,052	11

\*data through 9/02/16

From FY 2003 to FY 2015, the NIH lost 22 percent of its budget in inflation-adjusted dollars, and the situation at the NSF has been worse. Some think that as Congress desires to see more tangible results from federal research funding, the focus for many federal agencies, particularly the NIH and NSF, will shift from basic research, which is more typical of Wesleyan science faculty, to translational research (cure for diseases, development or innovation of a product, etc). As federal grants for science have declined dramatically over the past decade, young scientists across the country have found it increasingly difficult to get even their first grant. Some Wesleyan junior faculty, for whom grant funding is especially urgent, seem to be doing relatively well (even if some of the grants they receive tend to be smaller), and they are one factor in the upturn in the past three years. Most important is the robust nature of the research of some of our senior faculty, which tends to attract larger grants over longer periods of time. But grants are not evenly distributed; there are some faculty who are

## **ENERGIZE WESLEYAN'S DISTINCTIVE EDUCATIONAL EXPERIENCE**

### **Enhance faculty's capacity for mentoring students and for producing research**

---

tremendously successful in attracting external funding, and others who struggle in this area. Thus older data for NIH and NSF grants (2002-2012) has Wesleyan on the very top of the list of our peers in monies awarded but well down the list on NSF grants *per capita faculty*.

All that said, with respect to our strategy of supporting faculty research, the long-term outlook for all our faculty in the sciences remains challenging. Despite recent bumps in funding for the the NIH and NSF, it does *appear* that the government's overall retreat from support of faculty research might make things difficult going forward. Nor does it seem that private foundations will take up the slack, leaving universities the next places faculty will likely look to for support. To what extent could our university step in where the Federal Government has stepped out? Fortunately, Wesleyan scientists have been able to attract the grants they need and so far are not asking the university for extra support – except for asking for additional graduate student stipends and an instrumentation replacement and augmentation fund. The faculty who have not found external funding have generally been able to maintain their research through project grants, departmental funding, and the extra helping hands of students who receive summer research internships. But should a need for much more internal funding arise here, our responses might include asking our scientists to focus more upon collaborative research, something we are in a good position to pursue given the structure of some of our departments and our new College of Integrated Sciences. Another way of proceeding would be to create more opportunities for partnerships with businesses, although such partnerships have proved controversial at other universities as faculty priorities can come into conflict.

The second part of this strategy, collaborative faculty-student research, has also been pursued in a difficult financial environment. For many years the Howard Hughes Medical Institute funded our summer research fellowships in the life sciences, but this support expired in 2013. UR tells me that over the course of the HHMI grant, Wesleyan grew to average 80 to 100 students conducting science research each summer. In summer, 2013, the last year of the HHMI grant, we had 91 students performing research in STEM disciplines; 52 were funded by Wesleyan and 39 were funded from NSM departments and extramural sources, including HHMI. In summer 2014, the numbers continued to grow, despite the loss of HHMI funding, with 131 students pursuing research in STEM fields on campus during the summer with funding provided by Wesleyan, departments and individual investigators. In Summer 2015, we had over 150 students on campus performing research in the natural sciences and mathematics. This last summer we had 186 students on campus conducting research in the STEM fields, 52 funded through Research in the Sciences and 134 supported through other Wesleyan funds, departments and extramural sources. We have decided that support of research through supporting student researchers is a very good use of funds.



## ENERGIZE WESLEYAN’S DISTINCTIVE EDUCATIONAL EXPERIENCE

### Enhance faculty’s capacity for mentoring students and for producing research

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With respect to GISOS funding of research internships for students generally, we went from zero university funding in 2010-12 to \$40K in each of the next two years, \$98K the following year, and \$105K for the past two years. Some of this support goes to support research in the sciences but by no means all.

Below we see a breakdown of research internship locations. These are baseline numbers. Administrators usually manage to fund more students than the numbers listed here, and these others are not tracked; this year, for example, there was an additional \$45K gift that funded more internships on top of the baseline.

CIS (which emphasizes two mentors in complementary fields for each student) has 31 full internships – now permanent. Others are:

	<u>FY2016</u>
College of the Environment	19
Davenport Grants	22
Grants in Support of Scholarship (GISOS)	63
McNair	12
QAC Apprenticeships	31
Research in Summer	48
Sonnenblick	4
	199

The QAC is an interesting case in point, as university funding of research internships there has gone from \$31K per year in FY11 – 15 to \$50K in each of the past two years.

In sum, the university stepped up (with the timely help of donors) to fund the dire need of the summer research program, and today the program is actually larger than ever before – probably the best example of the importance we attach to collaborative work between students and faculty. This program is in the sciences where such collaboration is part and parcel of laboratory work. Should we have similar programs in the other divisions? If so, which disciplines lend themselves best to such collaboration?

The example that first comes to my mind with respect to **facilitate more scholarly conferences and workshops on campus** is the annual conference (beginning in 2013) with the Chinese Academy of Social Sciences (CASS) and its journal the *Social Sciences in China Press*. “A golden example of what exchange should be between academic communities in the United States and China” is how the journal’s editor put it, and while the cultural and political differences are great, the efforts on the part of Wesleyan and Chinese scholars have been sincere. The intellectual power of CASS in China is

## **ENERGIZE WESLEYAN'S DISTINCTIVE EDUCATIONAL EXPERIENCE**

### **Enhance faculty's capacity for mentoring students and for producing research**

---

significant, and I've seen these conferences as not only interesting in their own right but also enhancing recognition of Wesleyan in China. For their part, the Chinese have been impressed by the chance to work with Wesleyan professors and our journal, pre-eminent in its field, *History and Theory*.

Others that come quickly to mind are the 2012 Northeast American Society for Eighteenth Century Studies Conference that took place here, the 2013 panel presented by the Allbritton Center on "Guns and Gun Violence," and the panels last year on the Syria Refugee Crisis.

## **ENERGIZE WESLEYAN'S DISTINCTIVE EDUCATIONAL EXPERIENCE**

### **Enhance co-curricular programs to support the personal and academic learning environment**

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#### **OBJECTIVE: Enhance co-curricular programs to support the personal and academic learning environment**

It's been 5 years since Student Affairs developed its learning goals for residential experience, and staff and student workers there have been focused on them ever since. The goals are Critical Thinking and Academic Excellence; Self-Empowerment and Life Skills; Effective Citizenship; Diversity, Inclusion, and Social Justice; and Effective Communication. Program Housing ought in principle to be conducive to academic excellence, but in fact, the student-initiated programming has often been haphazard. Student Affairs has been considering how to incentivize making that programming more robust. Our Program Houses are great resources, and we need to take more advantage of their potential. Although the faculty fellows program embedding faculty in the dorms has not proved as successful as hoped, Student Affairs continues to develop plans to be intentional about using faculty in co-curricular learning.

Student Affairs has changed the role of the Resident Advisor in recent years. Where once RAs were charged with creating a number of activities open to their students, now they are expected to meet one-on-one with each student in their charge on a monthly basis. As a result, overall, the RAs have developed closer relationships with students, although the enforcement dimension of RA jobs still creates tension with the students for whom they are responsible .

The strategy to **promote excellence beyond the classroom – from athletics to the arts –** is deliberately capacious, but I'll just talk about the two areas mentioned. Excellence in the arts is traditionally part and parcel of the Wesleyan experience and has even shaped our identity for many who do not work in this area. The high profile success of our alumni, the self-starter art culture (in music, theater, dance and film) on campus, and the hiring of highly accomplished practitioners all add to our strong reputation in this area. Our arts faculty remain very strong, but this is time of significant transition in the performing arts. We have ongoing issues with the arts facilities and have put money into addressing some of them (the totally redone Crowell sound system, for example). We have added much needed tech staff in the CFA and upgraded key positions in Art. While we are sad to see some of our giants among professors in the Arts retire, we have brought in some excellent younger people and promoted others.

Juxtaposing the arts to athletics was meant to signal a change with respect to the latter, and over the past five years the change with respect to excellence is evident. The signal investment we have made in athletics was in hiring a new athletic director, and as he possesses the ambition we had hoped for, he has naturally pushed us (with some success) to increase investment in athletics generally. It's easy to be proud of what Wesleyan teams have achieved in recent years. What excellence has meant can

## **ENERGIZE WESLEYAN'S DISTINCTIVE EDUCATIONAL EXPERIENCE**

### **Enhance co-curricular programs to support the personal and academic learning environment**

---

sometimes be measured in wins and losses; I prefer to think of it in terms of changes in attitude and culture.

In 2012-2013 alone four of our athletes won NESCAC player-of-the-year honors: Keith Buehler '14 in men's ice hockey, Adam Purdy '13 in men's soccer, Laura Kurash '13 in women's soccer; Allee Beatty '13 in softball. That exceeded the university's total in all prior years! And there have been more since! Since 2020 was developed, we have won championships in softball, lacrosse, football, baseball and basketball, along with Eudice Chong's '18 back-to-back women's singles national NCAA tennis championship.

This is essentially an external measure. A key internal measure is the "expectation" of our student-athletes when they step onto the field (court, rink etc.). These days they feel that they belong there despite the tough competition (and the NESCAC is considered the most competitive league in all of Division III). And this confidence extends from the high-profile sports, where we've seen more relative success, to all the sports, even those that have not seen nearly so many wins. Our women's sports, in particular, have not seen many wins (teams rarely finish in the top half of the league), but even here the spectacular National championship won in tennis and victories in crew have contributed to positive perceptions overall. But clearly there is work to do with respect to women's athletics. The success (men's and women's) that has been achieved is due to the recruiting work of the coaches. Of the 700 Varsity athletes at Wesleyan, almost all were recruited. A very small percentage of unrecruited students who are admitted to Wes even try out for a varsity team. While the day of the walk-on varsity athlete may be gone, club sports here are thriving.

Today Wesleyan coaches expect real commitment in the athletes they bring in, and they look at a lot of candidates. Their database for football alone has some 12,000 names, and the databases for all the sports (football is far and away the largest) are shared with Admissions. Part of our increase in applicants can be attributed to the efforts of our coaches, who have tried to recruit in areas where we are not well known (like Texas and Florida) that are Admissions priorities. This year the Athletics department is conducting an internal audit in preparation for an external review the following year and then the creation of a new master plan for athletics.

Excellence in athletics (external perceptions, internal expectations) has a cost. There's a facilities arms race in NESCAC with enormous effort and expenditure in recruitment and the actual competitions. The best athletes have many colleges to choose from, and their primary commitment may well be to their sport. They want to play for well-resourced and successful programs, so the rich (Williams and Amherst) tend to get richer. That Wesleyan has seen the increased success it has is a tribute to the work of the coaches. Of course, the cost of excellence in athletics would too high if the athletes we recruited

## **ENERGIZE WESLEYAN'S DISTINCTIVE EDUCATIONAL EXPERIENCE**

### **Enhance co-curricular programs to support the personal and academic learning environment**

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failed to succeed academically, and here Athletics, as part of Academic Affairs, is on the same page.

**Support a culture of community engagement** is part of the mission of the Allbritton Center, and especially the Jewett Center for Community Partnerships. Highlights of this past year include its Middletown Thanksgiving Community Project which served over a thousand families, the Middletown Refugee Resettlement Coalition, and its piloting of a non-profit residency program pairing students with a local non-profit where each sits as a non-voting member of its board of directors. The Center's support of the Riverfront Encounter and the many ongoing programs in the Office of Community Service and the Center for Prison Education are exemplary of the university's support of community engagement.

Wesleyan's engagement culture is vibrant and heterogenous, from formal service-learning classes to groups of students forming around particular issues. Student culture here is very much an engaged one; it is also a culture with problems, and remedies lie in having students even more engaged in taking care of one another. Campus culture has been marked by alcohol and drug abuse as well as sexual violence, and we have experienced several high profile incidents in these regards. As a result, there is more awareness on campus of these problems, and that's a good thing. And no longer can students be in any doubt that they will be "separated from" the university if, for example, they are found to have been involved in dealing drugs.

We've invested in bystander intervention programs that should be increasingly helpful with respect to various problems in our student community, most notably sexual violence and drug and alcohol abuse. The social scene seems to have shifted recently from the "big raging party" in places like Fountain Ave and Eclectic to smaller parties with groups of friends. The City's enforcement of capacity rules for wood frames has had an impact in this regard, as has the closure of residential fraternities. What can (should) the university do to satisfy the desire of students for large social events? Last year, with additional funding we attempted to help students fulfill such social needs, and this year a coeducated PsiU has been available as a venue for parties, performances and other events. .

Equity and inclusion are crucial aspects in campus engagement. They are tied to learning goals emphasized by Academic Affairs and by Student Affairs, which also works to meet the needs of groups such as students of color and first-gen students. At the epicenter of student, faculty and staff concerns in these areas is the Office for Equity and Inclusion. Campus expectations regarding equity and inclusion have grown in recent years, and the university has been under increasing pressure to meet them – as it should be. The establishment of an Intercultural Resource Center will be an important step and help us

## **ENERGIZE WESLEYAN'S DISTINCTIVE EDUCATIONAL EXPERIENCE**

### **Enhance co-curricular programs to support the personal and academic learning environment**

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build on the momentum of the past couple of years. Not everyone agrees there has been momentum, and many of our students have made their voices heard. Still, the past five years have seen significant work on Title IX and sexual violence issues. Over the past five years, nearly all faculty and staff have undergone a two-hour Title VII/Title IX workshop. Incidents of sexual misconduct reported to the University jumped from 1 in 2012 and 17 in 2013 to 44 in 2014, returning to 17 in 2015, and appear to close to that for the current year. It is hard to draw general conclusions from these numbers because we *want* and *encourage* survivors to report. The university continues to work to improve our support for survivors, as well as reporting and adjudication procedures. In October 2016, however, it became public that an Associate Dean of Student Affairs had been terminated over the summer for failing to disclose the fact that he had previously been fired for grossly inappropriate behavior. The publicity led to reopening of wounds and an outcry among students faulting me in particular about a lack of transparency. There is much work for me – and others – to do.

The work of the original *Making Excellence Inclusive* initiative – designed to promote discussion and action around bias, prejudice, and privilege – transitioned into an Equity & Inclusion framework engaging trustees and Cabinet, culminating in the President's Equity Task Force. Charged with implementing its recommendations – which include the creation of an Intercultural Resource Center and the devotion of more attention and resources to the recruitment and retention of diverse faculty and staff – is the newly formed Equity & Inclusion Steering Committee.

**Establish internships that support learning on campus and open doors to future professional opportunities** is, of course, central to the mission of the Gordon Career Center. In 2013 the Center devoted an Associate Director position to developing new entry-level jobs and, most importantly, internships for graduating seniors and undergraduate students across *all* fields and industries. Indeed, it is the wide range of interests of Wesleyan students that makes matching interest and internship so challenging – everything from organic farming in Colorado to investment banking in New York to saving the elephants of Thailand. Focus recently has been concentrated on the Cardinal Internships initiative, which has the added benefit of connecting alumni, parents and students and has received a boost from the efforts of the Board Working Group “Beyond the University: A Playbook for Life after Wesleyan.” That group’s May 2015 report on internships was a thorough study on the fragmented nature of the internship world at Wesleyan and remains a solid basis on which to move forward. Its conclusion that Wesleyan lagged behind peer schools in funding low and unpaid internships has reinforced our decision to make this a fundraising priority. And its recommendations remain spot on: to increase the number of endowed internship funding opportunities available on or off campus, to develop systems to guarantee equal access to internships for those in financial need, to track opportunities and

## **ENERGIZE WESLEYAN'S DISTINCTIVE EDUCATIONAL EXPERIENCE**

### **Enhance co-curricular programs to support the personal and academic learning environment**

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outcomes, to increase administrative attention to advising, to attend to how these experiences should support academic learning and/or open doors to professional careers, and to solicit faculty support for these practical experiences. Not only have Board members helped us refine our strategies here, but they have also helped us to implement them through their financial and networking support.

So where are we now? Each year the GCC posts on average 510 internship possibilities and participates in a liberal arts career network that includes at least 200 more opportunities from each of 39 schools. So there are many thousands to choose from (even if difficult to get). Of those we post ourselves, there is a continuum ranging from big employers with long-standing relationships with Wesleyan to small organizations that decide that they want a Wesleyan student. A big problem for the GCC has been tracking the opportunities taken and their long-term outcomes. We *believe* that some 80% of our students have an internship of some sort at some point before graduating and that most internships prove valuable (even if it's learning what you don't want to do as a career!). What is clear is that the real benefit to students would be more funding for unpaid (or low-paid) internships and more and more Cardinal internships until we are confident that every student has a guaranteed on or off campus internship regardless of financial circumstances. That is what we have been working towards and will continue to work towards.

## **ENERGIZE WESLEYAN'S DISTINCTIVE EDUCATIONAL EXPERIENCE**

### **Choose students who can most benefit from and contribute to Wesleyan**

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#### **OBJECTIVE: Choose students who can most benefit from and contribute to Wesleyan**

Last Spring I chaired the accreditation process for a school (not ours) which has a problem (in my estimation) with high student indebtedness. Looking at another institution confirmed for me that we did the right thing years ago with our Low Loan Initiative, so that no Wesleyan student graduates with more than \$19K in debt required by us. Our decision to go "Test optional" was an ethical one that should bring us more students who can most benefit from and contribute to Wesleyan. We believe that we are getting stronger students because of this decision, but we will have to see how they do. We do have results from our partnership with POSSE, and these are very positive, as is the case with our longstanding Questbridge commitment. We are getting great applications from first-gen and low-income students, and they are accepting our offers of admission at levels that surpass predictions. A larger endowment helps us to support the scholarships these students require, as does tuition paid by more than half of our undergraduates. But how long can we continue having a sticker price out of reach for all but the very wealthiest?

We have certainly succeeded in parts of our strategy to **become more selective by increasing the size, quality and diversity (including geographical) of the applicant pool**. The goals of Wesleyan 2020 were already on the minds of our Admissions staff when they recruited and constructed the class of 2014, selecting from an applicant pool 6% higher than it was in the year before – that on top of the whopping 22% increase the previous year. That is: a total of 10,657 applications and a frosh selectivity rate of 20.5%. The class of 2020 was selected from 12,030 applicants, a selectivity rate of just under 18%(17.7%)—the most selective year in Wesleyan history. Over the course of this time, the diversity of the application pool—as measured by the percent of self-identified students of color—has stayed essentially the same as the pool has grown. With respect to geographical diversity in the United States, 2016 applicants from the West (a total of 2,319) were 310 more than in 2010 (an increase of 15%); those from the South in 2016 numbered 806, a 6% increase in that same time frame.

Part of our strategy to **increase percentage of students from outside the United States and employ nuanced selection criteria to ensure that all Wesleyan students have the talent and desire to get the most out of their time on campus** lends itself well to statistics, part does not. With respect to the first part, our efforts have resulted in nearly doubling the percentage of matriculating international students: from 7% in 2010 to 13% for the class of 2020. This was more or less our goal.

**Create and promote attractive research and co-curricular opportunities for students** is a strategy discussed directly and indirectly in a number of places in this document. Here I'll start with the efforts of Student Affairs. Since 2010 it has run several different



## **ENERGIZE WESLEYAN'S DISTINCTIVE EDUCATIONAL EXPERIENCE**

### **Choose students who can most benefit from and contribute to Wesleyan**

pilot programs that have sought to foster faculty-student engagement outside of the classroom – including various “Faculty Fellows programs” and a “Residential College.” The underlying concept for these efforts was for a faculty member to develop close relationships with an assigned residential area and to work collaboratively with the RAs on both social and intellectual programming. The residential college also incorporated a pre-major advising component for all of the residents in the assigned area. Students Affairs is partnering with Academic Affairs on some new initiatives for next year and attempting to reshape the theme/program housing system so as to create a stronger co-curricular experience.

Some 600 students engaged with the Office of Community Service last year, and the civic engagement fellow and peer advisors in the Patricelli Center for Social Entrepreneurship have likewise been taking advantage of (and themselves creating) powerful co-curricular opportunities.

## ENHANCE RECOGNITION OF WESLEYAN AS AN EXTRAORDINARY INSTITUTION

**Make research of faculty and students more widely known**

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## ENHANCE RECOGNITION OF WESLEYAN AS AN EXTRAORDINARY INSTITUTION

The part of the university most focused on this goal is, of course, the Office of Communications, and here we have increased resources substantially, most especially in the area of marketing. We have a new Chief Communications Officer, Key Nutall, with expertise in that area and a new marketing director as well. And we have hired a marketing & communications agency, [Lipman Hearne](#), to work with us on our core messaging project.

### **Objective: Make research of faculty and students more widely known**

A grand example in this regard is the Wesleyan Media Project. Since the 2010 election cycle, the WMP, co-led by Associate Professor of Government Erika Franklin Fowler – together with students – has tracked and analyzed political advertising in federal election campaigns across the country. Support from the Communications Office has yielded many hundreds of news stories each election cycle in a wide range of news outlets in the U.S. and overseas, including such prominent sources as NPR, the Wall Street Journal, The Washington Post, PBS Newshour and Politico, among others.

The Office of Communications also worked with me in publicizing my book *Beyond the University: Why Liberal Education Matters* (2014). The book garnered positive reviews in *The Washington Post* and on Inside Higher Ed; I was interviewed on numerous public radio programs—including NPR’s “All Things Considered” and “The Leonard Lopate Show”—and on PBS’s “Open Mind”; and I published many essays on the themes in the book, including in *The New York Times*, *The Chronicle of Higher Education* and *The Boston Globe*. The Association of American Colleges and Universities awarded the book the Walter Ness Award for a book that “best illuminates the goals and practices of a contemporary liberal education.” The goal has always been to associate Wesleyan with liberal education at the highest level.

Wesleyan’s distinguished Film Studies program continues to garner much attention in the media, led by scholar Jeanine Basinger, whose opinions on film history and trends are frequently sought by the mainstream media. Wesleyan’s many prominent alumni in film often credit their Wesleyan education for the start of successful careers. In December 2015, *The Hollywood Reporter* ran a major story on Basinger, titled, “The Professor of Hollywood” and featuring about three dozen of her now-famous ex-pupils commenting on the legendary cinema scholar.

## ENHANCE RECOGNITION OF WESLEYAN AS AN EXTRAORDINARY INSTITUTION

### **Make research of faculty and students more widely known**

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Wesleyan faculty bring their work into the public sphere in any number of areas, and Communications often helps them find an audience. My colleagues and I publish frequently in major national newspapers, websites and blogs. Our World Music program is a star in this regard, with a South Indian performance at the CFA garnering hundreds of thousands of views. The National Endowment for the Humanities has recently started a public scholarship grant program, and Wesleyan faculty have been disproportionately successful in garnering support.

So far our MOOCs on the Coursera platform have enrolled 1.6M learners from about 180 countries. Courses have ranged across the liberal arts curriculum, from mathematics to film to creative writing. The highest enrollments, so far, have been seen in *Social Psychology* (680,308), *How to Change the World* (134,305), *Modern and Postmodern* (124,996) and *The Ancient Greeks* (91,598), as well as “specializations” in Data Science and Creative Writing. Alas, it is hard to know the degree to which these many touch points have succeeded in making our faculty more widely known or promoted Wesleyan in areas where it is not well known, but I am confident that the effort has been worth making – an effort in which Wesleyan is far ahead of its peers in the liberal arts. There is also now a revenue stream connected to these classes. Where things go from here is an open question.

**Support scholarly publication efforts and conference presentations** is a strategy we have pursued through GISOS, as we have done for many years. That funding however, has changed little over time with the exception of 2008, when we reduced it by \$300K. Within a couple of years, \$200K had been restored. In 2012 we added \$40K for internships, and as of this past year we’ve added in about \$16K for additional funding for pedagogical initiatives (though these are not equivalent to publication/presentation efforts). So the overall amount is slightly less than it was when we launched *Wesleyan 2020*, though much higher than it was after the 2008 crash. Academic Affairs does step in when especially needed. For example, the equivalent of “scholarly publication” for artists is the exhibition, and as exhibitions can be expensive to mount, Academic Affairs recently stepped in to support tenure-track faculty in the arts with an exhibition subsidy. The world of scholarly publication has been changing dramatically as there are more and more scholars and fewer and fewer print venues for their work.

**Provide more support for student presentations and posters at professional meetings** is a strategy on which I do not have good information as such support is department specific and not tracked by the university. At the least, it may be assumed that students regularly present in front of their professors across the curriculum. In terms of larger campus audiences, the science poster sessions at Exley have good visibility and these (as well as those of the QAC) have received coverage in the *Connection*. Some of these presentations go on to professional meetings. Certainly, this does not happen much in

## ENHANCE RECOGNITION OF WESLEYAN AS AN EXTRAORDINARY INSTITUTION

### **Make research of faculty and students more widely known**

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the humanities, perhaps because there is less partnered research there. At the same time, interest in problem-based learning seems to be growing in the humanities, and this may result in broader emphasis across the curriculum upon this strategy in the future.

**Make the work of campus interdisciplinary centers more visible** is a strategy whose benefits are exemplified in the remarkable support in the THIS IS WHY campaign (\$6M) for the Center for the Humanities – a third of which was provided by the Mellon Foundation. Of course CHUM's reputation was achieved over many decades and due largely to the accomplishments of participants rather than any deliberate promotional effort. The Allbritton Center, the Jewett Center for Community Partnerships, the Patrielli Center for Social Entrepreneurship and the Center for Prison Education have all received significant public attention and real financial support. All of these centers were started in the last decade, and they have already established a strong pattern of high level work.

# ENHANCE RECOGNITION OF WESLEYAN AS AN EXTRAORDINARY INSTITUTION

## Promote Wesleyan in select regions where it is not well known

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### **Objective: Promote Wesleyan in select regions where it is not well known.**

Admissions has targeted a number of states from which to draw more applications and has seen some success – notably in Texas. But the difficulty in turning the dial here illustrates the need for institutional marketing and visibility, not just increased admission activity.

**Coordinate promotion efforts in Admissions, University relations and University Communications** is a strategy that seemed urgent in 2007-2009, when there seemed to me to be not enough coordination among those departments. Although there is still a fair amount of decentralization, the THIS IS WHY campaign put everyone on the same train. Going forward there will be much more coordination so as to highlight a consistent university identity across all departments.

With respect to our strategy **expand international applicant pool**, we've made efforts that have resulted (see Appendix B) in growing (a bit unsteadily) from 1,242 applications in 2010 to 2,258 this year – which is nearly double. That was more or less our goal. Of course we want as broad and deep an applicant base as possible, and this year we have a 20% increase in applications from China and a 44% increase in students from India.

Signal examples of our strategy to **develop high-profile partnerships** include the work with *Coursera*, which puts Wesleyan and its faculty in front of hundreds of thousands of students, and the partnership with the Chinese Academy of Social Sciences, one of the most elite and important such institutions in China. Our journal *History and Theory* has created partnerships with Columbia University and Harvard University, the Allbritton has participated in national organizations that deal with community engagement. Of course the university does develop partnerships for more obviously utilitarian reasons (such as the library's partnership with libraries at Trinity and Connecticut College and its involvement in other consortia for procurement), but these are not high-profile. Could we realistically do more more with the "Little Three" or with cultural institutions like the 92Y, Jacob's Pillow, the Aspen Institute or museums?

# ENHANCE RECOGNITION OF WESLEYAN AS AN EXTRAORDINARY INSTITUTION

## Strengthen lifelong alumni engagement

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### Objective: Strengthen lifelong alumni engagement

Some aspects of engagement are easily measured, others much less so. Alumni giving participation dropped from 49% in FY12 to 37% in FY15. After the recession, many institutions saw a trend of fewer gifts year-over-year, and at Wesleyan the large size of our graduating classes has likely exacerbated this problem. Many in the youngest 25 classes stopped giving during the recession and have not (yet) returned to the fold. But there are also bright spots in our participation story. Reunion giving is consistently strong, and 77% of alumni participated in the campaign. This percentage suggests a broad base of Wesleyan donors who need to be educated about the importance of giving every year. By strengthening our volunteer network, working with students as soon as they arrive on campus (frosh orientation), and promoting consistent, recurring giving, our goal is always to increase the number of gifts received over the prior year. In FY16 the number of alumni donors rose by 6% to 10,301, an increase of 592. Participation increased for the first time in 5 years, and now sits at 38.1%. Dollars raised through the Wesleyan Fund increased by 8%, ending the year at \$10.5M, \$250K over goal. We saw a significant increase in the number of gifts made on Giving Tuesday in December (3,600 gifts in FY16 vs 2,500 gifts in FY15) and during the month of June (2,700 gifts in FY15 vs 1,250 gifts in FY15).

The oldest alumni (pre-1970) give at the highest rate (58.8%); the youngest (since 2006) at the lowest rate (25.9%). In response, UR has been trying to create a giving culture among students before they graduate by placing more emphasis upon the senior gift, and the effort seems to be paying off. Where 40% of seniors gave in 2014 and 51% in 2015, this past year 60% gave. That's encouraging. Most alumni rely first and foremost upon the *Wesleyan Magazine* for information about alma mater; and here too readership is lowest among younger alumni. In response, Communications is redesigning the magazine with younger alums in mind.

Our first strategy in strengthening alumni engagement is to **develop robust digital networks for continued social interaction and ongoing learning**. Our attempt to create a virtual network proved unsuccessful, particularly as LinkedIn became more popular and useful. We did succeed in driving alumni to the Wesconnect site (the alumni landing page) through email and the *NOW on Wesconnect* newsletter. Today Wesconnect, just redesigned and much more navigable, is used mainly for getting information out and event sign-ups, though it can still be used for social networking. UR is turning its attention to the creation of "professional" networks that are more actual than virtual (though they may develop digital components). The idea is to give alumni involved in real estate, law, digital media, finance and banking, education, non-profit, or interested in the Wesleyan Women network more organized opportunities to interact with fellow professionals.

# ENHANCE RECOGNITION OF WESLEYAN AS AN EXTRAORDINARY INSTITUTION

## Strengthen lifelong alumni engagement

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In recent years Communications has greatly enhanced its ability to reach a variety of constituencies through social and other online media, including video. Indeed, channels such as Facebook and Twitter have been major growth areas and have figured prominently in communications strategy for their ability to raise awareness and drive traffic to our online destinations in timely and engaging ways. And the decision to have just a single newsletter, *The Wesleyan Connection*, serving both campus and external audiences should be less confusing for our constituents.

Of course, the university communicates with alumni through email in addition to the newsletter. Over 450 unique emails (more than 2M in total) from the UR business unit in Salesforce Marketing Cloud were sent to constituents last year – with a good open rate (42.74% compared to 18-22% for Higher Ed generally) and disappointing click through rate (5.64% compared to 8.7% generally). Student stories seem especially popular. We are now collecting better data, and this should help us draw more useful conclusions about how to make our emails more engaging.

Our experience with Wesconnect taught us not to expect many alumni to spontaneously engage online, and when we built the THIS IS WHY website and emphasized the sharing of BECAUSE stories, staff were not shy in prompting alumni for stories and photos – to great result!

We've experimented with webinars for alumni, and we must continue to think about how to involve them in what Wesleyan does best: education. Live streaming particular lectures of potential interest was judged too expensive, but UR and the Library were able to make JSTOR available to alumni, which pleased those academically oriented, especially scientists. We've considered leveraging our online courses (developed for Coursera) for online alumni learning, but we have no good sense of how many alumni have participated or how much they valued the experience. It may be, of course, that the fact that these online classes are open to anyone diminishes the feeling of alumni that they have a special relationship to the education being offered.

**Bring alumni back to campus by creating exciting special events and nourishing their ties to faculty** has been a strategy pursued in part by University Relations, which creates events, and in part by the departments, which can play a key role in linking up faculty and alumni. Examples of the latter include the CAAS Distinguished Alumni Lecture, Theater After Wesleyan alumni panels sponsored by the CFA, the annual Molecular Biophysics and Biological Chemistry Retreat, the annual Dwight Greene Symposium, the annual Hugo Black Lecture, and the annual Wesleyan Writers conference. The many paeans of faculty written by alumni on the BECAUSE site have doubtless brought back fond memories to many.

# ENHANCE RECOGNITION OF WESLEYAN AS AN EXTRAORDINARY INSTITUTION

## Strengthen lifelong alumni engagement

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Engaging with alumni and parents *where they live* is something UR has always done, but it received greater emphasis during the final years of the campaign. Between 2013 and 2016, UR organized series of events around the country attended by more than 5,500 alumni, parents, friends, and admitted students. Last year, those events took the form of round-table discussions in which I shared thoughts with alumni and parents about the campaign and Wesleyan's future. For many years, UR has coordinated "signature events" such as the annual Brown Lecture in Washington, DC and the annual Baird Lecture in Chicago, IL.; and in fall of 2015, UR coordinated an extraordinary night for Wesleyan at the Richard Rodgers Theatre in New York City – a special performance of the hit Broadway musical *Hamilton*. It was attended by 1,300 alumni, parents, students, faculty and staff; more than 800 guests attended the reception following the performance; and the event raised \$1.6M for financial aid.

The THIS IS WHY campaign was also instrumental in bringing alumni and parents back to campus in greater numbers. Between 2010 and 2014, alumni attendance at Reunion & Commencement Weekend averaged 1,150. Attendance has increased in each of the past two years, with nearly 1,300 coming back to campus in May 2016. R&C Weekend and Homecoming/Family Weekend feature up to two dozen WESeminars, featuring alumni, parent and faculty speakers, helping to further advance the strategy of connecting alumni to faculty.

Moving the Wesleyan Career Center (now the Gordon Career Center) from the Butterfield dorms to the heart of campus and increasing resources there should help to **expand connections between students and alumni**. It was good to see senior satisfaction with the GCC rising 12% for the class of 2016, and especially gratifying to see the increase in student scholarships and internships funded by alumni. The THIS IS WHY campaign resulted in endowing 152 new scholarships, and these entail personal connections between student and benefactor (including a report from each student) that are meaningful to both. We can also see increased connections in our 147 Cardinal Internships mostly paid and generated by alumni this past year (there were 96 in 2014); and the Center hosted 102 alumni who came to campus to recruit on behalf of their employers (compared to 71 the previous year and 20% less than that the year before). And for years now the Center has hosted Connect@WES in which alumni and parents serve as expert advisors to students preparing for job interviews. The importance for students of making connections (with alumni and others) in launching their careers was highlighted by Jim Citrin, P'12, P'14, who shared his expertise with many students here during his time as trustee.



## **WORK WITHIN A SUSTAINABLE MODEL WHILE RETAINING CORE VALUES**

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### **WORK WITHIN A SUSTAINABLE MODEL WHILE RETAINING CORE VALUES**

The giddy spending of the late sixties and early seventies was not sustainable. By 2008 when the financial crisis hit, spending habits had changed and fundraising had certainly picked up, but the university's academic aspirations were still seriously out of sync with its economic capacity. Over the last eight years we have addressed three core components of this dilemma: spending, investment, revenue. Our goal was to increase our economic capacity so as to be able to pursue our institutional mission with renewed vigor and purpose, and in this we have made real progress. Rather than report at length on that progress from year to year, I'll just jump to the key points made by the rating agencies last spring.

Both S&P Global Ratings and Moody's Investors Service were impressed by our national reputation, solid student demand, strong fundraising (which has turned out to be even better than anticipated!), conservative budgeting and disciplined expense control. Moody's determined that years of limiting tuition and fee increases to the rate of inflation had given us pricing power, and it agreed with our emphasis in leveraging of our brand to diversify our geographic reach – citing in particular our appeal to students in California due to our reputation in the performing arts and connections to the entertainment industry. The hiring of a Chief Communications Officer focused on cogent messaging was deemed important in maintaining “a strong and recognizable brand in a sea of strong competitors.” Factors differentiating us from other schools – including our size, diverse programs, and offering of graduate degrees – were seen to be competitive advantages. Both agencies were impressed by how major maintenance and capital expenditures have tracked or exceeded depreciation and, more broadly, by our solid operating performances resulting in yearly surpluses. S&P cited “management actions over several years including permanent expenditure reductions, utility savings, reduced capital projects, the elimination of some staff positions, and the maintenance of internal spending controls;” and Moody's complimented our “engrained culture of self-examination and planning, careful expense control, and strong coordination between the investment and finance offices.” Overall Moody's liked how senior management in concert with the Board of Trustees have “balanced investment in academic and capital initiatives while strengthening operations and maintaining strong liquidity.”

Challenges mentioned include intense competition for top students from other elite institutions together with our relatively low endowment per student and moderately high dependence on student charges (66% of total revenue), but our track record and stable management team gave both agencies every confidence in the sustainability of our economic model.

## WORK WITHIN A SUSTAINABLE MODEL WHILE RETAINING CORE VALUES

### Grow endowment while restraining growth of the annual budget

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At the end of FY 2016 our net assets stood at \$917M, a 52.1% increase from our 2010 net assets of \$603.2M. We have come a long way financially since we began the discussions that led to *Wesleyan 2020*. Below I discuss progress on the particular objectives bearing upon our economic model decided upon in 2010.

#### Objective: Grow endowment while restraining growth of the annual budget

Wesleyan in previous decades had an unhappy habit of spending most of the monies it raised, and this was reflected in the size of the endowment. In 2010 we determined to lessen our budgetary dependence on the Annual Fund: hence the strategy **increase the percentage of annual fundraising that is invested in the endowment**. The chart below tracks our considerable success in this regard:

2010	35%
2011	46%
2012	50%
2013	61%
2014	56%
2015	58%
2016	51%

**Complete a successful fundraising campaign**, our second strategy for this objective, was as obvious in its wishfulness as in its importance. When *Wesleyan 2020* was adopted by the Board, our fundraising campaign had just gotten underway, our nation was slowly emerging from economic chaos, and more than a few considered our fundraising goal of \$400M to be overly ambitious. In the end, we reached that goal a year ahead of schedule! That posed a problem for the final year: how to maintain momentum. But we made good on our motto “Let’s finish strong together” with the biggest single year of giving to Wesleyan in its history. The generosity of alumni – and trustees in particular – was extraordinary, the efforts of University Relations were outstanding, and the final tally was \$482M. Looking back, the choice of Pentagram to help design the campaign was felicitous. Given how very different Wesleyan alumni are – notwithstanding a common resistance to being defined by others – finding the right approach was no easy task, but in the end the THIS IS WHY theme resonated with many Wesleyans and displeased few. And the campaign’s BECAUSE statement brought tears to the eyes of at least one alum, the current President.

Our three streams of fundraising were straightforward: *Access*, *Inquiry*, and *Impact*. With financial aid (*Access*) our number one priority, monies raised for endowed scholarships

## WORK WITHIN A SUSTAINABLE MODEL WHILE RETAINING CORE VALUES

### Grow endowment while restraining growth of the annual budget

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(including unrestricted endowment pledges totaled \$275M. With respect to *Inquiry*, we emphasized support of our new interdisciplinary colleges (in environmental studies, film, Asian studies, and integrative sciences) and our venerable Center for the Humanities – as well our new powerful engine of engagement, the Allbritton Center for the Study of Public Life. With respect to *Impact*, we raised \$61M, which includes support for the Patricelli Center for Social Entrepreneurship, the Center for Prison Education, and internships — including support for students who take unpaid internships at not-for-profits.

The strategy as phrased, “Complete a successful fundraising campaign,” did not specify what “successful” would be, but thanks to the loyalty of our alumni and the great work of University Relations, this campaign was completed as successfully as we could have imagined.

Our third strategy here was to **maintain the annual spending draw on endowment between 4.5% and 5.5%**. In 2010 this strategy was what we thought fiscal discipline would look like going forward. In fact, in recent years we have been able to do even better.

2010	7.50%
2011	6.40%
2012	4.90%
2013	4.60%
2014	4.50%
2015	4.10%
2016	4.20%

As the chart indicates, the big change came in 2012; it was then that the Board adopted a new endowment spending rule designed to minimize disruptions to the operating budget while preserving the purchasing power of endowment assets (by setting payout below expected returns). Based on the Tobin Rule, the draw was determined to be  $70\% \times$  (prior year distribution, increased by the Higher Education Price Index (HEPI) as of 6/30 of the past FY);  $+ 30\% \times (4.5\% \times$  market value of endowment as of 6/30 of the previous fiscal year). The actual draw would be reconsidered, however, if it were to rise above an effective spending rate of 6% as a consequence of significant declines in equity markets. Fortunately that has not happened.

Wesleyan’s sale of the *Weekly Reader* to Xerox in the 1960s produced a financial bonanza, and that experience has been engrained in institutional memory. No other bonanzas have arisen since, but we have been on the lookout for ways to **develop new revenue streams tied to new programs**. In 2012-13 a Board Committee looking at New Business Initiatives resolved on operating principles in considering whether to pursue a

## WORK WITHIN A SUSTAINABLE MODEL WHILE RETAINING CORE VALUES

### Grow endowment while restraining growth of the annual budget

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new profit generating activity: the activity should generate \$500k---\$1M in profits annually; not necessitate significant investment; diversify the risk profile of the university; be able to get supplemental funding from other sources; be able to be started with a modest investment and expand investment in incremental chunks; be able to see a first 'stand up phase' within 12 months; have designated champion/owners; do no harm; leverage existing Wesleyan assets; be related to Wesleyan's strengths and differentiators; and create a high value asset, even if the revenue is not there in the short run. Helpful, certainly, but finding activities that qualify under these principles is another matter. The Committee also suggested an online degree, an online summer school for high school students, new certificate programs, summer uses of campus, business plan contests for students, and sustainability opportunities. For many years we have often rented campus spaces over the summer to non-Wesleyan programs, but this has not proved especially remunerative. Staff and faculty looked seriously at building a low residency MFA program in creative writing and found a willing partner, but in the end the revenue stream looked to be at most a trickle. A teacher certification program proved, after months of exploration, to be likely revenue negative, and a potential pre-Med Post-bac program was determined to promise little in the way of revenue. New programs that *are* providing (modest) new revenue streams are the summer and winter sessions. And our experience with *Coursera* has led us to initiate specialty certificate programs that have long-term revenue potential.

## **WORK WITHIN A SUSTAINABLE MODEL WHILE RETAINING CORE VALUES**

### **Maintain “need-blind” admissions policy**

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#### **Objective: Maintain "need-blind" admissions policy**

“Need-blind” has been maintained for about 90% of the class – more was deemed unaffordable. As the admissions policy has shifted to need aware for the final 10% and we’ve reduced loans for low-income students, the question of what we’ve done for our “middle-class” students naturally arises. In principle, the three-year option should help. Students who graduate in six semesters (three years of normal course loads plus summer courses) may expect to save about 20 percent of the total cost of a Wesleyan education. As I noted earlier, not many students are availing themselves of this option, but it is an important option to have for those concerned about the cost of the full 8 semesters.

## **WORK WITHIN A SUSTAINABLE MODEL WHILE RETAINING CORE VALUES**

**Attract and retrain faculty who are productive scholars, first-rate teachers and contribute to campus community**

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**Objective: Attract and retain faculty who are productive scholars, first-rate teachers and contribute to campus community**

This objective is as close to the heart of the matter as any. Almost all our faculty searches end with securing our first choice. The compensation we offer is attractive (at the median of our peers) and we have other incentives as well, including dual career assistance for new faculty with a partner. Once hired, faculty are more quickly acclimated to Wesleyan through a new orientation program, after which Academic Affairs and our Office for Faculty Career Development stand ready to assist with any problems that arise.

Ideally, all the tenure-track faculty we hire and mentor will earn tenure, but things do not always work out as envisioned. Nonetheless, our tenuring rates appear to be more or less usual among our peers. Some 62% of all our tenure track faculty end up receiving tenure, and 79% of those who stand for tenure actually receive it.

In recent years a number of Wesleyan programs have created new opportunities for our professors to receive financial and logistical teaching support: among them: Allbritton's Center for the Study of Public Life and Jewett Center for Community Partnerships, the Center for Global Studies, the Office for Equity and Inclusion, the Center for Pedagogical Innovation, and the Center for the Arts (in particular its Creative Campus Initiative). These opportunities are in addition to ongoing pedagogical innovation support from Academic Affairs funding sources.

The curricular mix we strive for involves tenured and tenure-track faculty for the most part but also adjunct faculty, PoPs (Professors of the Practice), and per-course and full-time visitors. Having this dynamic mix gives Academic Affairs the flexibility to respond quickly to areas of teaching need. The newly created (as of 2014) PoP positions are particularly promising as they increasingly are filled by people with professional experience beyond the university who can bring a wider range of perspectives to our students.

## **WORK WITHIN A SUSTAINABLE MODEL WHILE RETAINING CORE VALUES**

### **Attract and retrain talented, hard-working, and dedicated staff**

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#### **Objective: Attract and retain talented, hard-working, and dedicated staff**

Compensation and work culture are key here. The average employee turnover rate for Higher Ed is 12.8%, and ours for the past three years is just 9.9%. That said, there are issues. Staff salaries at Wesleyan have traditionally increased at a rate slightly lower than that for faculty, but until the financial downturn in 2008, there had also been a bonus program for staff. We eliminated that program as part of our budget cutting. Our use of the Voluntary Separation program disappointed some (including those who found they were not eligible for it or those displeased with the fact that we did not replace those jobs), so it is understandable if staff morale dipped at that time. And it should be noted that sentiment among staff of color with regards to retention has not always been positive.

Wesleyan is able to attract good staff because of the benefits it offers – especially the Dependent Tuition benefit and the Employee Tuition benefit – and because staff enjoy working around smart, energetic young people. There are a great many resources here for staff to take advantage of, and the Campus Activities Committee was formed in part to increase awareness of those opportunities. Our Wellness program has proved popular, and staff enjoy the camaraderie of the team-based challenges. Extremely popular is the annual Taste of Middletown in which hundreds of staff (and faculty) fill Beckham Hall at lunchtime to enjoy food and drink provided by vendors from the City. That the event also provides staff the occasion to donate to Amazing Grace, a food pantry for hungry Middletown residents, contributes to the good feelings generated. We created the Cardinal Achievement Awards to honor especially notable contributions and the Service and Recognition luncheons to honor contributions over the years. I've enjoyed participating in these events as well as those welcoming new employees. I'm well aware that Presidents can easily find themselves dealing mainly with their cabinet and Board, and I've made efforts to be present for staff through administrative meetings, staff luncheons in the President's Office or virtually through my blog.

It is easy for some staff to focus on their own areas and feel quite distant from what goes on in the classroom. Recognizing that the excitement of the academic experience is something that they have helped create, however indirectly, is a positive thing, and in recent years my theme in speaking to staff has been "We are all educators." I emphasize this theme in the all staff meeting at the start of each semester because I believe it so strongly. These meetings provide me the occasion to update staff on what's been happening and what is in the works – and also the opportunity to introduce new hires to the community. I'd like to think that staff see more evidence of their full partnership in the educational mission of the institution. For example, in recent years students have been embedded in Physical Plant projects, and a class for credit offered through Physical

## **WORK WITHIN A SUSTAINABLE MODEL WHILE RETAINING CORE VALUES**

### **Attract and retrain talented, hard-working, and dedicated staff**

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Plant last year was hugely popular and over-subscribed. We *are* all educators here, and the staff of Physical Plant are proving the point.

Friction between staff and faculty is all too common at elite colleges and universities. Faculty, focused on their research and their classes, can see the work of staff as ancillary – even a diversion of resources – and staff can resent the freedom possessed by the faculty. At Wesleyan back when I was a student, much of the work now done by staff was performed by faculty. Staff were hired to free up faculty for research and teaching, something faculty and staff in their oppositional mode tend to forget.

But I would like to think that at Wesleyan such tensions are lessened by a strong sense of community – one based not in mere politeness but in a fundamental egalitarianism, a respect for others, and the sense that we are, indeed, all educators.

**Maintain competitive salaries within peer group** is something we have chosen to do by striving to be at the salary median of our peers – based on data collected by the College and University Professional Association for Human Resources and by the Consortium on Financing Higher Education. A quarter of our positions – those at the CFA, for instance – are not covered in this data, and for these we rely on a survey specifically for arts institutions and on the Dept. of Labor. A major change took place with the budget crisis of 2008: bonuses were eliminated and salary increases much reduced for the next two years. We were not alone in making such cuts, however, and we have not suffered significant staff losses because of them. When staff have left Wesleyan, it has usually been because of attractive opportunities to take the next step in their careers, not because of a salary issue.

To **support professional staff development**, HR has for the past few years been bringing in outside trainers for managers and supervisors at least once a semester. This is a more targeted approach than before my arrival when the university sponsored a Staff Development Day with numerous seminars open to everyone. Problem then was the little turnout, and it was deemed not worth the effort. While our current approach is targeted at managers/supervisors, all staff have access to Lynda.com (for skill development) and our own Employee Assistance Program.

**Enhance conditions for staff involvement in campus community** is the goal of the Campus Activities Committee, mentioned above. The Wellness Challenge has created a sense of community among staff and faculty participants as has (for a smaller group) the Campus Emergency Response Team. Working together creates conditions for community. Hosting students for Thanksgiving and the Mentor/Mentee program allow staff to interact with students just as the Long Lane Farm gives students the opportunity to share the fruits of their labor with staff and faculty. Still, is “campus community” the same for staff as it is for students and faculty who have in common the intellectual



## **WORK WITHIN A SUSTAINABLE MODEL WHILE RETAINING CORE VALUES**

### **Attract and retrain talented, hard-working, and dedicated staff**

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excitement of the classroom? One long-time staff member attended Commencement for the first time this year and came away with an extraordinary sense of pride. She was blown away by the spectacle, the music, and the speeches, but few staff apart from those working the event ever have this experience. What can be done? This fall we've begun organizing luncheons for staff at which they can hear about faculty projects, and these have proved quite popular.

## **WORK WITHIN A SUSTAINABLE MODEL WHILE RETAINING CORE VALUES**

### **Maintain a safe, attractive and sustainable campus conducive to learning**

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#### **Objective: Maintain a safe, attractive and sustainable campus conducive to learning**

Each year since 2011 I've been told by alumni that the campus has never looked better. They're referring mostly to the landscape and building exteriors. One of the ongoing and less visible problems has been the disrespectful attitude of some of our students toward campus property. Physical Plant has made efforts to build relationships with students, and it may be hoped we see a more responsible attitude among the student body toward the physical campus.

With respect to sustainability and energy efficiency, Wesleyan has invested \$18M in efficiency upgrades over the last nine years and recouped that investment in savings over the last seven. (These projects have saved almost 7.5M kWh's of electricity, 42K therms of natural gas, 193K gallons of fuel oil and 15K kgal of water & sewer while capturing just over \$5M in incentives.) The solar panel installation at the Freeman Athletic Center is also a source of pride. And now we have a comprehensive Sustainability Action Plan (SAP). As I wrote in the Plan's introduction, Wesleyan as a whole can contribute to a sustainable world not just by doing what it does so well – teaching and research – but also by being a model of sustainability itself. We all need to do our part in the following areas: Administration (with respect to planning, engagement, health and well-being), Academics (curriculum and academic operations), and Operations (buildings, grounds, dining, energy, purchasing, transportation, waste, and water). The SAP shows us how to integrate sustainability into all that we do.

Energy conservation projects continue to be implemented across campus. Residence halls have been furnished with a new energy metering and monitoring system. The new system will allow the expansion of the student run Do-It-In-the-Dark program which has been so successful in reducing energy consumption in student houses. Monitors located in residence halls will display real time data on energy consumption.

**Enhance science and art facilities and renovate the old Squash building** was a strategy that resulted from the difficult facilities decisions made in 2008. Build a new science building? No. Build an art museum? No. Restore the beloved MoCon? No. Fortunately, most facilities decisions since have been happier ones.

As soon as we decided we couldn't afford a new science building, we started investing more in the facilities we had. Wesleyan had not been doing this because of the expectation that a new science building might be coming soon, so there was much to be done. First steps (2010) were to put new fire alarms and sprinklers into Hall-Atwater and Shanklin, install new ceilings and energy efficient lighting in the Hall-Atwater corridors, and renovate three Chemistry teaching labs. And we haven't stopped, investing each

## **WORK WITHIN A SUSTAINABLE MODEL WHILE RETAINING CORE VALUES**

### **Maintain a safe, attractive and sustainable campus conducive to learning**

year more than 2M in science facilities. The new labs are really first-rate. Still, over the next couple of years we will need to think hard about whether such enhancements are sufficient.

**Maintain historic structures with green principles in mind** is a strategy I'll comment upon in the negative. Through 2010 Wesleyan finances were still challenging and the decision not to build the art museum was no longer controversial. What was controversial, however, was the dismantling of MoCon. Constructed in 1962, it was closed in 2007 and no longer heated, cooled, or maintained – with the savings applied to the support of Usdan. MoCon had no viable future we could see, and it had become an attraction for vandalism and a dangerous liability. So it was dismantled, to the disappointment of some alumni who viewed it with much nostalgia.

At the heart of College Row the old squash building at 41 Wyllys stood front and center in its decrepitude, and across the way was the grand old Alsop House which was in a state of slow and steady deterioration and could no longer safely house the Art History department. In 2011 the department moved to a renovated 41 Wyllys (along with the Career Center and the College of Letters), and last May we formally dedicated this award-winning, LEED "Platinum" certified building as Boger Hall. As for Alsop House, estimated renovation costs were well over \$20M, and there was no purpose the building could serve that would justify such an investment. On the other hand, the building has too much historic value for us to let it deteriorate further, so our current (and not especially satisfying) policy is to keep the façade looking attractive but merely maintain the interior.

In the last few years our attention turned from structures to power infrastructure. The snow storm of October 31, 2011 caused historic interruptions to the supply of electrical power throughout New England, and our campus suffered power outages for 3-6 days. After the crisis, we did a feasibility study to determine what we should do to avoid another disruption, and the decision was to create an additional combined heat and power (CHP) installation, in the form of a reciprocating gas engine, that would add additional capacity and reliability to Wesleyan's campus electrical infrastructure and, unlike stand alone generators, would provide a return on investment. The Freeman Athletic Center was selected as the site to install a 676 kW gas engine, and Wesleyan has been producing more than 87% of its own electrical power (excluding woodframes). Early last summer our cogeneration engine in the Central Power Plant failed, and we decided to replace the engine (already old) at a cost of \$1.74M to be funded from the utility savings over three years.

Sports facilities too received an upgrade. In 2013 we replaced the 22 year-old Andersen Track and installed within it a lighted synthetic turf playing field. Use of the field during

## **WORK WITHIN A SUSTAINABLE MODEL WHILE RETAINING CORE VALUES**

### **Maintain a safe, attractive and sustainable campus conducive to learning**

inclement weather will preserve our grass fields from damage, and the addition of lights will enable more playing time for collegiate, club and intramural sports.

Most of our facilities projects have been driven by concrete needs and questions, and, given the changes in teaching and learning, it seemed important to think harder about the evolution of the campus from a more abstract perspective. On the one hand technology continues to change the way students learn, and on the other hand, face-to-face interactions remain core to the residential experience. How can that experience be leveraged to make learning as powerful as possible? In 2015 the team of Sasaki Associates and Eastley+Partners worked with us to develop a framework to guide campus development over the next 10-15 years. The goal was to align the residential campus as powerfully as possible with our educational aspirations, and the result was a set of five Campus Planning Principles: Synergy of Residential and Academic Experience; Network of Informal Learning Spaces; Spectrum of Formal Learning Spaces; Transparency of Indoor/Outdoor Spaces; Engagement Local and Global. And last year a Board task force reviewed and tested the principles by applying them to recently completed projects as well as a proposed renovation of Fisk Hall. As a result of its work, new principles were added: Image: Recruitment & Retention of Students, Faculty & Staff; Asset Preservation; Residential Community Building; Economic Feasibility; Environmental Sustainability; High Utilization. These 11 principles will be used in examining facilities projects going forward.

As part of the process, Sasaki surveys told us that one of best-liked places on campus is the Allbritton Center: a LEED Gold building completed in 2009 housing classrooms, faculty offices, and a student run coffee shop. One of the least-liked places was said to be Fisk Hall, and this past summer it was (partially) renovated according to our Sasaki Principles. So the campus planning exercises have borne fruit. In 2015 the successful work done on the Exley Lobby, the 24/7 study space, and Pi café and patio also reflects Sasaki principles.

Planning principles, of course, are not the same as a campus master plan. We see the principles serving us well for the next few years, after which a new plan may be in order assuming Wesleyan has the resources (and willingness to spend them) to act upon such a plan. In the meantime, the outstanding questions are what changes, if any, to make to Olin Library, whether to create a better connection to Main Street and whether we have another vision for the center of campus.

**Replace run-down “wood-frame” housing with suitable residences on a regular basis** is a strategy we decided to pursue subject to other priorities. Based upon comprehensive assessments of our entire housing portfolio (including calculating deferred maintenance costs vs replacement value), we have been divesting of wood-frames that were beyond

## **WORK WITHIN A SUSTAINABLE MODEL WHILE RETAINING CORE VALUES**

### **Maintain a safe, attractive and sustainable campus conducive to learning**

repair (usually selling, sometimes demolishing) and investing in those deemed worth keeping. In the long run, the wood-frames are not sustainable environmentally or economically. But run-down or not, they are beloved by our students (and faculty and staff are often happy to purchase them if the opportunity arises). The plan to expand the “replacement program” begun with the prototype housing on Fountain was tabled in favor of investing into our existing housing portfolio.

For the sake of building community, it is important to give faculty and staff the opportunity to live near campus, and that usually means wood-frames. In making budget cuts early on, we did not cut our Mortgage Assistance Program, although the latter too often results in faculty and staff deciding to live as much as 25 aerial miles from campus (which includes New Haven and Hartford). This assistance program remains a good recruiting tool for departments and serves the needs of those with partners working elsewhere, but obviously it runs contrary to the goals of community building, residential learning, and campus sustainability.

Increasing the number of faculty and staff who reside in the Wesleyan neighborhood and walk to work will promote sustainability and improve the campus experience for all. Yet, despite historic low mortgage rates, many Wesleyan families remain unable to purchase homes due to a shortage of cash needed for down payments and renovations which the older woodframes often require. To overcome this barrier to home ownership and to encourage Wesleyan faculty and staff to live on campus, we created a sustainable incentive program that provides a \$10K price reduction to eligible faculty or staff who purchase a Wesleyan home. Since January 2010, seventeen wood-frames (most on the periphery of campus) have been sold – nine (including three on Mount Vernon Street) to faculty and staff. To the extent that private homes have become available to purchase in strategic locations, we have added to our inventory of wood-frames (115 Cross St., 134 Knowles, 57 Brainerd) using net proceeds from sales. The University retains the right of first refusal on all home sales.

## BEYOND 2020

All strategic plans have a shelf life, and at some point *Wesleyan 2020*, too, will be moved from the President's Page on the University website to the archive. But because it has been designed as a *framework for planning* rather than a list of concrete projects to be undertaken, it has a fair amount of flexibility and, in my view, is still useful in providing direction. If we can continue to energize Wesleyan's distinctive educational experience, enhance recognition of Wesleyan as an extraordinary institution, and work within a sustainable economic model while retaining core values, then at that point in the future when a new direction seems in order, the new strategic plan will have an extraordinarily strong foundation on which to build. In the meantime, the forward-looking document [\*Beyond 2020: Strategies for Wesleyan\*](#) – prepared more or less in concert with this one – provides some provisional ideas on where we're headed.