

**ENGAGED WITH THE WORLD:  
A STRATEGIC PLAN FOR WESLEYAN UNIVERSITY, 2005-2010**

**TABLE OF CONTENTS**

<b>I. OVERVIEW</b>	1-4
<b>II. ACADEMIC EXCELLENCE</b>	5-13
A. Strengthen the Essential Capabilities	
B. Prepare our Students to Be Engaged in a Global Society	
C. Increase Student Participation in Sciences and Build Science Facilities to Accommodate New Needs	
D. Use Advising to Strengthen Curricular Goals	
E. Improve Curricular Choices and Enhance Faculty Resources	
F. Add Infrastructure to Support Learning, Teaching, and Scholarship	
Provide Academic Resources to Support Today's Students	
Capitalize on Successful Library and ITS Collaboration to Improve Services	
Enhance the Use of Technology as a Pedagogical Tool	
Create a Secure Foundation for the Center for Faculty Career Development	
<b>III. CAMPUS COMMUNITY</b>	13-18
A. Enhance Admission Competitiveness and Outreach	
B. Engage Diversity as an Educational Asset	
C. Facilitate Interaction of Faculty and Students Outside of the Classroom	
D. Build and Remodel Residential Facilities to Support Educational Initiatives	
E. Strengthen and Develop Environmental Stewardship	
<b>IV. EXTERNAL RELATIONS</b>	18-21
A. Strengthen the Ties between Wesleyan and the Middletown Community	
Expand Volunteerism	
Continue Collaboration in Main Street Initiatives	
Continue Collaboration in Green Street Arts Center	
B. Expand Wesleyan's Presence in the Region through Continuing Studies	
C. Strengthen Wesleyan's Presence in State and Federal Educational Matters	
<b>V. EXTERNAL AND INTERNAL COMMUNICATIONS</b>	21-23
A. Increase Visibility in the Public Media	
B. Deepen Alumni and Parent Engagement through Improved Communications	
C. Improve Internal Communications	

<b>VI. FACILITIES</b>	23-24
<b>VII. FINANCE</b>	24
<b>VIII. FUNDRAISING CAPABILITY</b>	24-25

## **APPENDICES**

1. Essential Capabilities	26-27
2. Table A. Programmatic Initiatives and their Priorities	28
3. Table B. Proposed Facilities Initiatives: Sources of Funds and Costs	29

# **Engaged with the World: A Strategic Plan for Wesleyan University, 2005-2010**

## **I. OVERVIEW**

In 1831, Willbur Fisk wrote that education serves two purposes, “the good of the individual educated and the good of the world.” This enduring vision of a Wesleyan education has guided us for over a century and a half. It inspired our 1997 commitment to *A Wesleyan Education for the 21<sup>st</sup> Century* and the *Strategy for Wesleyan* that we adopted the following year. And it inspires our new plan: *Engaged with the World*.

At Wesleyan we prepare our students to face a rapidly changing world with confidence and the sense of responsibility to want to make the world a better place. Our students gain that confidence from a strong education in the liberal arts and sciences – an education that engenders the ability to engage in critical thinking, to communicate effectively, to find creative solutions to problems, to develop the imagination to see the world as others see it, and to make ethical judgments that come from deep within one’s character.

The goals we set for ourselves in 1998 have been largely accomplished or surpassed. We have expanded into new areas of knowledge and pedagogy and increased the size of the faculty. We have better prepared students and a more diverse community. We have improved student financial aid, increased alumni and parents’ support, and enhanced fundraising. We have also developed strong infrastructures to support scholarly and pedagogical innovations, improved capacities for institutional research, and improved communications. We have completed the Wesleyan Campaign, substantially exceeding our original targets.

To make these gains, Wesleyan has exercised strong financial discipline and has deployed its assets well, including its financial leverage. Wesleyan has one of the lowest ratios of administrative costs to educational expenses among our peers. The challenge going forward is to reinforce our focus on academic excellence and to exploit our momentum to deal with important remaining challenges:

- Academic Excellence. Continue to provide a first-rate liberal arts and science education that will give our students the capabilities to be leaders in a diverse global society. Organize resources so that scholarship and pedagogy continue to strengthen each other. Make further curricular advances through improved use of resources, the addition of new faculty, and enhanced advising.

- **Campus Community.** Promote a campus culture in which academic rigor is valued and where diversity is not just acknowledged but engaged in the lives of students, faculty and staff, and incorporated into the curriculum. Create spaces and opportunities for activities that enrich the out-of-classroom social and intellectual experiences of students.
- **Financial Aid.** Continue need-blind admissions to make Wesleyan affordable to students whose academic excellence would enrich the campus community but who cannot afford to attend without assistance.
- **Reputation.** Continue to build Wesleyan's reputation for academic excellence. With the aid of outside reviews and other measures of excellence, we can continue to identify differentiating strengths, such as previously unexploited strength in the sciences.
- **Communication.** Through continued improvements in our communications we intend to convey to the world the excellence of our faculty and students, the outstanding quality of Wesleyan's academic programs, and the intellectual vibrancy of our residential learning community.
- **Engage Alumni, Parents, and Friends.** To build broad-based support, we will continue to involve alumni, parents, and friends in discussions of strategic issues and to find new and meaningful ways to engage them in significant aspects of Wesleyan's life.
- **Funding.** With the momentum of the Wesleyan Campaign and improved portfolio performance, Wesleyan has more resources available. Our endowment per student, however, is substantially less than our competitors'. We must manage our resources with both boldness and prudence and sustain high levels of fundraising into the future.

Wesleyan is wealthy in the talents of its faculty and students and in the accomplishments and generosity of its alumni. Among U.S. universities, it is financially strong and well managed. But our long-term competitive interest as a first-class academic institution clearly and emphatically depends on increasing our per-capita endowment. One of our highest priorities will be to support a growing proportion of essential and predictable costs (faculty salaries, financial aid) through the endowment. Over the long term, this will increase our budgetary flexibility and reduce our dependence on tuition. We must take every opportunity to increase the endowment through new gifts, careful stewardship, and successful investments.

The pages that follow discuss these themes in detail and list the ranked initiatives, their costs, and their funding sources.

## II. ACADEMIC EXCELLENCE

### A. Strengthen the Essential Capabilities

In 1997, Wesleyan's faculty declared that "the task of a liberal education is to instill a capacity for critical and creative thinking that can address unfamiliar and changing circumstances, to engender a moral sensibility that can weigh consequences beyond the self, and to establish an enduring love of learning for its own sake that will enable graduates to refresh their education throughout their lives."

Wesleyan students encounter this educational vision from the day they arrive on campus. They are not just taught, but are engaged by scholar-teachers who expose them to new thinking and develop their talents and proficiencies. The students build an individualized program of study that includes general education expectations in the humanities and the arts, the social and behavioral sciences, and the natural sciences and mathematics, as well as focused studies in majors with strict requirements for completion in the last two years of each student's education. In addition to these conventional approaches to education, the Wesleyan faculty have also organized the curriculum according to "essential capabilities."

In contrast to the general education expectations, which are content-based and focus on broad but discrete areas of knowledge, the essential capabilities are skill-based and generally interdisciplinary. Some, such as **critical thinking**, are pervasive in our courses and therefore do not lend themselves to particular course labeling. Others, such as **reading**, which are nearly so, are embedded in other capabilities, such as **writing** or **information literacy**. Almost all of the essential capabilities, even those that seem most content based, such as **quantitative or ethical reasoning**, may be honed in courses that span the curriculum. The former, for example, may be sharpened in courses in mathematics, government, architecture, or music. The latter may be deepened by taking courses in philosophy, literature or biology. Some, such as **intercultural literacy**, can be pursued in clusters of courses in fields such as anthropology, history, or environmental studies. And yet others, such as the **capacity for effective citizenship**, may be developed not only in the classroom but also through participation in Wesleyan's highly interactive community and student government. The last two capabilities are particularly important in helping our students learn how to engage diversity in all of its cultural forms, both in the classroom and outside. Most important, taken as a whole and applied to curricular choices, the capabilities enable students to develop a coherent program of study that maximizes their opportunities to fulfill the tasks of a liberal education. (See p. 24 for a list of the capabilities and their definitions.)

Our goal is to employ the capabilities more effectively to strengthen advising, course selection, and curricular planning, as well as to attract students and faculty to

Wesleyan. The intent is to insure that the capabilities are a central feature in how students understand their undergraduate education and how curricula respond and remain relevant to a changing world. We have already taken steps in that direction by including a key capabilities report in students' portfolios. We are confident that the remainder of the evolving implementation plan will be creative and transformative.

## **B. Prepare our Students to Be Engaged in a Global Society**

Engagement with the world can take many forms, from international study and increasing the internationalization of the curriculum, the student body and the faculty to volunteer activities and service learning in Middletown.

For many years, Wesleyan has been successfully supporting international studies and intercultural literacy, whether dealing with different cultures outside of the U.S. or within it. We already have in place considerable resources to link students to the world and to teach them to think globally as well as interculturally. The diversity of Wesleyan's student body and our faculty, who come from many ethnic and religious groups and nationalities, is an indispensable asset in this regard. Approximately half of our graduate students are international students whose interactions with undergraduates in the classroom as well as outside enrich the international perspective of our students, faculty, and staff. Our undergraduates include the Freeman Scholars, eighty-eight East Asian students who come to Wesleyan for a full four years, as well as other students who are here from other parts of the world. Faculty members also bring an international perspective to a Wesleyan education, not only because many of them are from or have spent many years in other countries, but because in this age of instant communication and rapid travel, their research is often done as part of international teams whose work is discussed in the classroom.

Study abroad, which enables our students to learn by living in cultures that are different from their own, is another means to strengthen internationalization. At no time has such experience been more important. Our study abroad program is an important contribution to students' education and a great success. Nearly half of our students study abroad -- a larger percentage than most of our peers. And they are spread through more geographically and linguistically diverse parts of the world than are students at peer institutions. Our students are bolder in their willingness to explore the most unfamiliar places in the world.

Upon their return, many of our students apply their newly-acquired knowledge in courses and senior theses that use the foreign languages they have learned. Yet more can and will be done to integrate study abroad with studies at Wesleyan and to facilitate study abroad, especially among science majors and students who believe they may not be able to afford this opportunity. More can also be done to expand

internship and service-learning opportunities abroad. The director of international studies will continue to address these issues and to further strengthen the transition of students before they depart and after they return.

Another way to deepen internationalization at Wesleyan would be to increase the number of international undergraduates on campus. Currently international students make up about six percent of Wesleyan undergraduates and 50 percent of Wesleyan graduate students. The financial cost of substantially increasing the proportion of international undergraduates, however, would be considerable, and would limit the opportunity to aid a significantly larger number of other students. Scholarships for a small number of international students, however, may be an attractive opportunity for donors and therefore remains on our priority list.

A lower cost alternative for enhancing internationalization would be to bring to Wesleyan for one-year visits a scholar/teacher from a democratizing country and two of his or her undergraduate students. Such visits would enrich the perspectives of our students and faculty, and potentially help spread democratic values among the next generation of leaders in key countries.

Perhaps the most important way for our students to develop a global perspective and greater intercultural literacy is through their program of studies on campus. Here again, Wesleyan is already well positioned. Our curriculum is rich in courses that help our students to think globally and comparatively, to study other societies in depth, and to learn a second (or third) language – a capability that is central to understanding other cultures. Such courses are an important component of a Wesleyan education and our students are already attracted to them in large numbers. As we implement the updated capabilities, we will identify and highlight these courses so students may enroll in them with greater self-awareness about their role in developing a global and intercultural perspective.

Just as immersion in another culture allows students to broaden their understanding of the world, testing their knowledge through the prism of experience in local settings also enables them to engage with the world close to home. One way to do this is through the newly-founded Service-Learning Center. Giving service to the community through volunteer activities and internships has long been a part of the Wesleyan tradition. What is new about service learning is that it uses these activities as part of a planned curriculum to deepen the student's knowledge of a field of study and capacity for critical thinking. Service-learning opportunities enable our students to link theoretical and applied studies. Most of these studies now take place in nearby communities, but in the future, they could include projects elsewhere in the nation or abroad. To provide a long-term and secure foundation for these activities and to expand these opportunities, we seek an endowment for the new center.

### **C. Increase Student Participation in Sciences and Build Science Facilities to Accommodate New Needs**

The importance of scientific knowledge for developing the leaders and effective global citizens of the 21<sup>st</sup> century cannot be overstated. In the world our students will inherit, science has emerged as the new lingua franca of economic, political, and military competition.

One of the great strengths of liberal arts institutions is that they attract students with broad interests and help them gain a stronger understanding of the connections between different areas of knowledge. The sciences must be an integral part of this education for several reasons. Scientists approach knowledge in different ways than do artists, humanists, and social scientists. In addition, solutions to some of the world's great problems will require both scientific knowledge and the ability to synthesize that knowledge with other ways of knowing. While some of our students want to pursue scientific studies because they are of primary interest to them, all of our students should acquire a level of scientific knowledge and an awareness of the political, economic, and social policy implications of scientific developments to enable them to make informed and responsible judgments about important issues facing society.

The emphasis of liberal arts colleges on critical learning and gaining a broad education makes them particularly well suited to educating the next generation of scientists. Indeed, they have played a much greater role in the education of scientists than most people realize. While eight percent of students in four-year institutions of higher education are in baccalaureate colleges, liberal arts college graduates comprise 17 percent of the PhDs in sciences. The proportion of scientists who were educated in liberal arts colleges is also way out of proportion to the size and selectivity of these institutions. As the Nobel Prize winning chemist, Thomas Cech, points out, the reasons for this success are linked to the opportunities of liberal arts college students to do more independent research than undergraduates at large research universities, the small scale of these institutions, which facilitates closer interaction with faculty, and the broadening experience of the liberal arts environment, which by stressing "cross-training" in different fields, enhances students' intellectual agility, imaginative capacities, and ability to synthesize different types of knowledge.

Among liberal arts colleges, Wesleyan is already a strong leader in the sciences. We have by far the best science and math faculty among our peers, as measured by their publications, their frequency of citations, and the amount of funded research. Data compiled by the National Science Foundation show that Wesleyan ranks first, even when adjusted for size of the faculty, in federal research funds awarded to support



scientific research among the nation's top Liberal Arts Colleges. Our small graduate programs in the sciences make it possible for our faculty to pursue sponsored research and to help undergraduates engage in more complex lab and field research than do undergraduates at peer institutions. And nationally we rank among the top liberal arts institutions in the proportion of science students going on to earn doctoral degrees, including M.D.'s, in scientific fields each year.

The indices of excellence just cited should help us attract and retain more students in the sciences and mathematics. The Dean and the faculty of that division are working with the admission and communications offices on a strategy to make these disciplines more visible to prospective students. Wesleyan's recent admission materials feature student research opportunities in the sciences, campus visits now feature science more prominently, and the communications office is publicizing our faculty and students success in scientific research more widely.

We have also implemented initiatives to keep more students focused on the sciences; for example, we have introduced improvements in the quality and range of general education and introductory courses and we have introduced new courses that bridge the sciences to the social sciences and humanities. These courses, in fields such as environmental studies and bioinformatics, which are cross-disciplinary in the broadest sense, are opening the doors of science to non-science students in sophisticated ways without compromising rigor. The number of these courses has increased significantly and we plan to continue this trajectory in the future.

Our success in attracting and retaining more students in the sciences will have important implications for the future. While we do not yet know the upper limit of our ability to do so, we have modeled our capacity to absorb a 50 percent increase in the proportion of science and math students. Our conclusion is that on the whole, we should be able to staff this increase with our current science faculty.

A significant increase in science majors will necessarily affect the scope of our planned life-science building and our ability to sustain the research and teaching enterprise we value. One of our current science buildings, Hall-Atwater, is nearing the end of its useful life. The building does not support new ways of doing science and major maintenance is becoming increasingly expensive and hard to justify. We propose to plan a facility that will accommodate a 50 percent increase in science majors and a 20 percent increase in science enrollments by non-majors. An investment in new science facilities is necessary to support student learning and sustain the current level of faculty research productivity for the longer term. Without a new building, which will accommodate the science activities that are taking place in the 21<sup>st</sup> century, we will simply be unable to recruit new science faculty and the research of our current faculty will come to a standstill.

#### **D. Use Advising to Strengthen Curricular Goals**

To ensure that we take full advantage of Wesleyan's broad and rich curriculum to meet the academic needs of our students, we have put in place a comprehensive system of academic advising for pre-majors and majors. This system is designed to offer each student a sustained relationship with a faculty member as well as to help that student navigate the curriculum, choose courses that will help the student gain critical capabilities and knowledge, and to select a major area of study. We have made many strides in recent years by enhancing the tools we provide advisors and matching students with advisors from whom they will either take a first-year course or with whom they share intellectual interests. Satisfaction with advising of pre-majors, however, has not reached the level that we would like. We are committed to exploring new opportunities to channel the faculty's and the students' dedication to advising into more productive advising relationships and to put in place long term strategies that prove successful.

#### **E. Improve Curricular Choices and Enhance Faculty Resources**

Our curricular renewal initiatives will mean little if our students' curricular choices are unduly constrained. To stay current in newly emerging fields and improve course access, we added 20 positions to the faculty and improved course registration and scheduling. We will continue to assign open faculty lines to high-demand areas, though in developing the curriculum, student demand is only one of several criteria, among them the centrality of a field, the emergence of new fields, and the strength of interdisciplinary connections. These are all the tools at our disposal with current resources to improve course access.

Looking to the future, increasing enrollments and majors in the sciences, which are relatively underutilized, will help reduce the pressure on non-science courses, particularly in the social sciences. Yet several non-science fields are likely to experience increased demand from course choices made by science students. Moreover, the overall shifts in demand will not have a large impact on the fields with highest demand; they are also likely to occur gradually over the next five to seven years; and they will not change the overall ratio of students to faculty, which contributes to course access problems and which shows us at a competitive disadvantage in relation to our peers.

While making the best use of current resources, we anticipate that we will have to add a small number of faculty, particularly in the social sciences, including psychology. The departments with the heaviest unmet demand are psychology, government, and sociology. Our data indicate that neither improved use of current academic resources nor viable reallocations will have sufficient impact to solve the problem. An increase of faculty by approximately eight positions, targeted to a

small number of particular fields, will have an impact that will be much larger than a small increase suggests. Such an increase would bring us in line with our peers and would help improve our national rankings in several key areas. Above all, an increase in the size of the faculty would help us enhance students' curricular choices.

## **F. Add Infrastructure to Support Learning, Teaching and Scholarship**

### *Provide Academic Resources to Support Today's Students*

At Wesleyan, as at our peer institutions, there have been significant changes in how students learn. Our students arrive with more technological experience than the previous generation. Not only do they expect to use technology while at work and play, their learning habits have been formed while searching the Web and traveling through cyberspace. In addition, today's students grew up in an environment where a wide range of emotional problems and learning disabilities are diagnosed and individual accommodations prescribed. Taken together, these factors present challenges to our faculty in the classroom and our academic services outside the classroom.

In support of teaching, we have renovated every Wesleyan classroom over the past six years to provide up-to-date technology for teaching. We have Web Tech (trained student support staff) and Learning Object programs (digital resources that support learning) to aid faculty who wish to incorporate new technology into their teaching. Beyond technology, the Fund for Innovation provides generous support for pedagogical innovations and the Center for Faculty Career Development sponsors many activities in support of pedagogy.

Outside of the classroom, Wesleyan also provides a range of academic services to students. The Writing Programs and the Math Workshop are two examples in critical areas. The peer tutoring program is another, as are academic support services for students with learning disabilities and ESL services for non-native speakers. Several programs, such as the Mellon Mays Undergraduate Fellowship Program and the Health Professions Partnership Initiative, are grant-funded and target specific groups, generally underrepresented students. Wesleyan should continue to participate in these programs and seek other grant opportunities, including funding for the McNair Program.

The services of the Student Academic Resources office, such as the writing and math workshops, are for academic enrichment and are not viewed as remedial resources. The staff of the Dean of the College will continue to connect these services to academic events on campus where students can enhance their intellectual pursuits outside of the classroom.

The Dean of the College is working to bring these services together and to have them report to and communicate with offices where they will be most effective. Our goal is to ensure that students know about these services and are encouraged to seek help when appropriate, to share information among the services to support students with multiple needs, and to provide high quality and efficient academic support.

Because in the coming year we will further improve the coordination among these services, it is too soon to tell what additional resources are needed. We do know, however, that the position of Dean of Student Academic Resources is critical in the re-organized Office of the Dean of the College, but it is not yet funded. This is the first and most immediate priority in the Office of the Dean of the College.

*Capitalize on Successful Library and ITS Collaboration to Improve Information Literacy Services*

Technology over the last fifteen years has revolutionized both the way we access knowledge and the knowledge that is available to us. These developments affect every aspect of our research and teaching lives. "Information literacy" is the term for the knowledge that is now required for the acquisition and evaluation of information. Such literacy is essential to remain a well informed person in the 21<sup>st</sup> century.

Our library and technology services and our consortial partners at Trinity College and Connecticut College have been working together to improve information literacy among our students and research support for our faculty. We are particularly fortunate in having an outstanding team that can deal with these issues in a creative and integrated way. Their initiatives are increasingly putting us in a leadership position that enhances our academic reputation in this important area. Our goal is to continue on this trajectory.

The collaborations that we have seen among these units will have to be even closer to achieve our information literacy goals. We will have to rethink how the library is configured in physical and virtual space so that the users of the 21st century can best access accurate, comprehensive, and timely information. These are particularly urgent tasks because the cost of information has not declined as much as was once predicted and because the very proliferation of information requires from us a much more sophisticated approach to research and learning.

We have studied Wesleyan's library spaces in light of these issues and of our varied library needs. One of the results is a proposal for an "information commons" to provide an integrated environment for the users of information services. Located within the library, the information commons would be staffed by librarians and ITS

professionals, working side-by-side providing reference or technology assistance to patrons. Digital content would be accessed and created in this space. The tools, services, and expertise needed to accomplish true information literacy would be located together, to serve Wesleyan faculty and students.

Implementation of some of these plans will begin in summer 2005. Other parts will await further discussion, approval, and the availability of funds. The plan can be implemented in several stages so as to keep programmatic disruption to a minimum and to spread the costs over several years.

#### *Enhance the Use of Technology as a Pedagogical Tool*

For our students, digital technologies are as natural (and as necessary) as the air they breathe. All expect that Wesleyan will have up to date technology to support their needs and many expect that we will enhance their already sophisticated facility with technology. We have a superb Office of Information Technology Services, which has helped faculty use new electronic tools in the classroom in combination with an electronic Course Management System to change dramatically how many of them teach. We will capitalize on these strengths to facilitate the use of technology in the curriculum. We will also capitalize on it as a point of distinction for Wesleyan by finding ways to receive the national recognition we deserve in this area.

#### *Create a Secure Foundation for the Center for Faculty Career Development*

Innovative and inspired teaching and advising are essential to our success in all of our curricular and pedagogical initiatives. The work of our excellent faculty has been helped significantly by the pedagogical and scholarly workshops organized by our new Center for Faculty Career Development. Funded by a three-year grant from the Andrew W. Mellon Foundation, this is a place where faculty can explore pedagogical and scholarly innovations. We plan to identify sources of continuing financing for this important academic center.

### **III. CAMPUS COMMUNITY**

As a residentially-based liberal arts institution, Wesleyan must take strategic advantage of its campus. The physical environment and activities outside of the classroom should support the intellectual, social and physical growth for our students, faculty and staff. To accomplish this, we must have a diverse campus culture, a community rich in out-of-classroom opportunities, and a residential life program that fosters community.

## A. Enhance Admission Competitiveness and Outreach

During the last strategic plan, Wesleyan raised its reputation and selectivity to the highest competitive level. Our research shows that prospective students perceive us as being among the best institutions of higher education in the nation. This is an accurate perception. The challenge for undergraduate admission, however, is to continue to attract high-quality and broadly diverse applicants, to replace those students who are less well prepared and for whom Wesleyan is no longer an admission option. A related challenge is to compete successfully for students who have admission offers from the Ivies and other similarly prestigious institutions.

Far and away the most powerful strategy we can have to enroll the best students from the broadest background is to offer the best and most competitive financial aid packages. Guaranteeing need-blind admission expands the pool and attracts the very best students who want to be a part of our diverse educational environment. Need-based aid in a need-blind environment is expensive, and it is tough for Wesleyan to compete with institutions that have larger endowments and more flexible and favorable financial aid. While we compare favorably with our peers and competitors on the family contribution expected of students and on overall costs, we are not as competitive in the loan levels we expect families and students to assume. To stay in the game, Wesleyan needs to continue to raise funds for scholarships and to increase endowment for financial aid.

To address these issues, we envision several options, listed in order of priority:

- More differential packaging – reduce loan levels and increase grants for our most economically disadvantaged students.
- Loan level reduction – reduce the loan level cap from 11.5% of Cost of Attendance to 10.5% for class entering fall 2010.
- Loan forgiveness – replace loans with grants upon graduation for students entering careers in social or public service, non-profit, or education sectors.

The first two options would lower loans first for those students with the greatest need and the least family resources, and then lower loans across the board. Our principal goal is to keep Wesleyan affordable and to offer the most competitive awards we can afford at the point of admission. Our neediest students, those eligible for Pell Grants, currently include 45 percent of our black students and 38 percent of our Latino students. By addressing the needs of the lowest income students, we are also advancing another top priority – enhancing diversity.

The third option would aid economically disadvantaged students at the point of graduation. It would help them contribute to society in ways they could not do

otherwise and would strengthen Wesleyan's mission to educate students for the good of the world.

These financial aid initiatives must be enhanced through marketing efforts to increase Wesleyan's visibility nationally and to increase the number of prospective applicants. There is much we can do but we also face serious challenges. Most of these initiatives take time and financial resources. Our admission staff is smaller than that of our peers and insufficient to expand significantly our personal contacts and off-campus visits. We should add more resources for admission outreach activities that can help yield students from all backgrounds who can contribute the most to this community.

## **B. Engage Diversity as an Educational Asset**

Through its admission process, Wesleyan seeks to create an environment in which students derive the educational benefits of a diverse student body. Wesleyan invites students from a variety of backgrounds and experiences – racial and ethnic, cultural and religious, urban and rural, wealthy and poor, from public and private schools, from different cultures within the United States and abroad, with different interests ranging from athletics to the arts, from the sciences to volunteer activities. Our commitments to need-blind admission and to meeting each student's full demonstrated need provide crucial support for the creation of a diverse learning community.

Yet we also believe that just bringing these students to campus is not enough. We are proactive in creating a community where diversity is a lived experience. Individuals from diverse cultures and with a diversity of interests and opinions living parallel lives in one place do not create a multicultural community. Constant attention is required to assure more than the uneasy coexistence of subcultures, whether based on athletic or academic interests, sexual orientation, religious beliefs, ethnic backgrounds, political ideologies, or other lines. We seek to form a community where all of us, no matter what our differences, are united in a common purpose – to learn from each other and to use what we have learned to make the world a better place.

The Wesleyan Student Assembly and the Student Life Committee have urged us to make our diversity meaningful in all aspects of university life. They stress the need to: increase multicultural competence for faculty, students and staff; facilitate communication among all members of the community regarding multicultural issues; support campus programming related to multicultural issues; and enhance recruitment and retention of students, faculty and staff of color. We need to take full advantage of our diversity, so that students graduate with the ability to deal with others from different backgrounds, both locally and globally.

To that end, we have begun several new programs. The Office of Affirmative Action initiated a Sustained Dialogue Program that brings together students, faculty, and staff on an ongoing basis to engage in conversations about difficult but essential subjects that affect the campus community. That office in conjunction with the Center for Faculty Career Development has also begun a well-attended series on Race in the Classroom to help faculty gain a better understanding of how new approaches to learning can meet the needs of our diverse student population. We have also increased our outreach to our diverse alumni so they can help us recruit and mentor a diverse student body, and help them find opportunities when they graduate.

### **C. Facilitate Interaction of Faculty and Students Outside of the Classroom**

Enhancing the co-curricular experience of Wesleyan students continues to be a high priority that will require additional resources. One of the first priorities for the new dean of the college will be to recruit a new director of residential life who will support and develop new initiatives to improve residential life, co-curricular activities, and increase interaction between faculty and students. This is a key appointment in the Office of the Dean of the College and an important contact for many students and families.

We must also seek ways to extend students' learning in the residence halls. We plan to develop a programming fund, similar to the Snowdon lecture fund, to provide additional financial support for distinguished visitors and campus events that are jointly planned by faculty and students and that engage a broad cross-section of the campus community. Just as the Snowdon lecture fund assists faculty in engaging student participation in the lectures program, additional funding from the Office of the Dean of the College would help students increase faculty participation in student-planned events. Our goal is to use these partnerships to expand faculty engagement in student residences. The Office of the Dean of the College plans continued collaboration with Academic Affairs on these and other initiatives.

To accomplish this, Wesleyan needs a talented and well prepared staff to oversee residential life. In recent years we have improved the administration of residential life, increased the number of student and professional staff who live with students in the residences, and increased both their compensation and what we expect in return. Our next step will be to provide apartments to area coordinators within their assigned areas to better serve students and to provide better supervision for student staff. We hope that our initiatives will enrich residential life and increase the sense of responsibility among students for the quality of their residential experience.



The Suzanne Lemberg Usdan University Center will also provide a new and attractive venue where students, faculty, and staff can meet to exchange ideas and to socialize. We are confident that by dint of its facilities, location and programming, the Usdan University Center will become a crossroads for campus life. To accomplish this, the center will require program development consistent with and at the same high level as Wesleyan's academic programs. Our center director will develop programs that will migrate to the new building when it opens in the fall of 2007.

#### **D. Build and Remodel Residential Facilities to Support Educational Initiatives**

For our students, one of the attractions of Wesleyan is the opportunity to live in housing that ranges from traditional college residence halls to more independent living options in apartments and residential-scale houses. Managing this wide range of housing types and placing students in appropriate housing is more challenging than operating a single type of housing.

The renovation of Clark Hall and construction of a new first-year residence hall and an apartment building for juniors and seniors on Fauver Field represent significant improvements in our student housing and the first steps in a reconfiguration of Wesleyan housing. The new construction will allow us to house all Wesleyan students in university housing.

In summer 2005, we are building our first prototype townhouses that over time will replace housing that is in such state of disrepair that it is not viable to maintain. These new housing options for seniors will retain the amenities of the houses that will be replaced but will be more durable and energy efficient while retaining the small scale appropriate to Wesleyan's surrounding neighborhoods. Gradually, we plan to reduce and consolidate our holdings in residential neighborhoods. Bringing students back to the core campus will improve relations with town residents and will assist in community building among students. In the meantime, we are establishing zones of quiet houses in neighborhoods where students continue to live next to other town residents.

In addition to the above initiatives, we will improve social spaces in many of our older residence halls so as to make them more attractive to current students. We would also like to create a safer and more pleasant outdoor environment and reduce congestion in the larger apartments of the Williams Street low-rise complex.

## **E. Strengthen and Develop Environmental Stewardship**

Environmental responsibility is a community-wide initiative that provides an opportunity for students, faculty and staff to work together towards common goals. We will continue to focus on two aspects of environmental stewardship -- energy conservation and waste management -- which will contribute to a healthier environment, yield economic benefits and result in a cleaner, more attractive campus. On-going energy reduction and management initiatives have already allowed us to reduce the university's CO<sub>2</sub> emissions below 1990 levels and save hundreds of thousands of dollars in energy costs. With the leadership of the Physical Plant staff and the student's Environmental Organizing Network (EON) we plan to continue these efforts through thoughtful energy use, updated systems, improved insulation and adoption of new energy sources.

Making waste management and recycling a high priority will also have a positive impact on the campus. The 2001 environmental self-audit helped us address hazardous waste disposal issues and the Facilities Masterplan helped us to develop a new trash and recycling system. The Campus Recycling Committee, comprised of students, faculty and staff, will provide guidance in developing future programs.

In addition, we will look for opportunities to further improve Wesleyan's strong environmental profile. Examples of such initiatives include building the new Fauver Field Residences to Leadership in Environmental and Energy Design (LEED) standards and testing hybrid vehicles as possible replacements for campus service vehicles. Student participation in these efforts will provide educational as well as community service opportunities.

## **IV. EXTERNAL RELATIONS**

### **A. Strengthen the Ties between Wesleyan and the Middletown Community**

We believe that our engagement in the community is important for the social good and the quality of life in our community. We also believe that as Middletown thrives, so will Wesleyan. A vibrant community is a key variable in attracting the best faculty, staff and students. Wesleyan faculty, staff, students and local alumni/ae and parents are important contributors to the educational, cultural, social and economic fabric of Middletown. In 2004 we formalized our outreach through the creation of the Center for Community Partnership, which houses our Office of Community Relations, the Office of Community Service and Volunteerism, and the Center for Service Learning. We can further strengthen our ties with the community. These are some the most important ways:

### *Expand Volunteerism*

Use the Office of Community Service and Volunteerism, which works in partnership with the Career Resource Center and the Chaplain's Office, to expand our high level of volunteerism and develop additional long-term relationships with community agencies that can benefit from our help. Volunteer activities help students to become engaged in the community and to learn a variety of skills. They can also help them explore career paths, particularly in the public sector.

### *Continue Collaboration in Main Street Initiatives*

Continue to seek ways that are consistent with our core mission to become involved in the revitalization of downtown Middletown. Wesleyan collaborated with the city and local merchants as one of the seven partners that financed the development of the Middletown Main Street program – an effort to market the development of retail space along the length of the street. This effort also led to the creation of a Downtown Business District, a self-taxing district, to continue to fund the program. Partly as a result of these initiatives, the downtown has been re-energized through the infusion of new restaurants and shops. Wesleyan was also a lead participant and significant local investor in the building of the Inn at Middletown. This hotel provides the university with quality accommodations within walking distance of campus and is an important anchor to the south end of Main Street. We will continue to welcome similar opportunities that will benefit the university and its surrounding community in the future.

### *Continue Collaboration in Green Street Arts Center*

In collaboration with the City of Middletown and many local community organizations, Wesleyan converted a former school on Green Street into a cultural and educational resource for the community, particularly for children and families with low and moderate incomes. This project was based on a study showing that a university-associated community arts center would promote economic and community development in the North End, an area characterized by a high level of poverty, unemployment, and substandard housing. The Green Street Arts Center opened its doors in January 2005 and is becoming a cornerstone of the revitalization of the North End.

While serving as an anchor for the neighborhood, the classes offered at the Center will extend Wesleyan's world arts curriculum into the community. Many faculty at the Center are Wesleyan-affiliated artists who live in the region. Wesleyan arts students, under the supervision of master teachers, offer private music lessons and serve as teaching apprentices. We will seek ways to expand these opportunities,

which offer Wesleyan students both volunteer and learning opportunities while helping the community.

## **B. Expand Wesleyan's Presence in the Region through Continuing Studies**

The goal of Continuing Studies at Wesleyan is "to provide a variety of lifelong learning opportunities to multiple constituencies that reflect Wesleyan's curricular and academic excellence." Continuing Studies coordinates programs that fall outside the traditional undergraduate and M.A./Ph.D. programs, including the Graduate Liberal Studies Program (GLSP), the Project to Improve Mastery in Mathematics and Science (PIMMS), Upward Bound, and more.

Continuing Studies can help Wesleyan make better use of its campus facilities during the evening, on weekends and, particularly, in the summer; it can take advantage of some of Wesleyan's strengths, most notably its faculty, to offer courses that are of interest to the community outside of Wesleyan but that are not offered via the regular Wesleyan course offerings, and it can support connections between Wesleyan and the local and regional communities.

Over the last several years, the programs under Continuing Studies have grown and become financially stronger. Enrollments and participation from Wesleyan faculty and the academic rigor of the programs have increased. The next step is to establish new options, which might include undergraduate summer credit courses, non-credit courses, certificate programs, and institutes. We might also expand summer programs and conferences with an eye towards the opening of the Suzanne Lemberg Usdan University Center. Our goal is to continue to strengthen the financial base and the quality of our activities and to increase the visibility of Continuing Studies at Wesleyan, in Middletown, and throughout Connecticut.

## **C. Strengthen Wesleyan's Presence in State and Federal Educational Matters**

Important opportunities exist at the state and national levels for Wesleyan to influence policy agendas related to higher education and to raise Wesleyan's visibility significantly as a leader in the public sphere. From time to time, we have made our presence felt, but to do more will require both staff time and targeted efforts by individual faculty, administrators, and the president.

Wesleyan maintains effective outreach within the Middletown community and with city authorities. Like other universities, Wesleyan has a direct interest in strong relations with the state and federal governments but we have not yet developed routine mechanisms for outreach to those entities. Wesleyan must concern itself with governmental policies that affect funding for student aid, scientific research, and the arts; access to visas for international students and faculty; and the

availability of charitable dollars. Wesleyan's response to such issues has been mostly ad hoc, relying on higher education associations to make any given case. This is expedient and usually safe, but it cannot work in every instance, and it does little for Wesleyan's visibility or prestige.

Like other prominent colleges and universities in Connecticut, Wesleyan can and should be represented on boards and committees framing such projects as the state science center and promoting technology development. It should have a plan for effective communication with key elected officials at the state and federal levels.

Wesleyan should develop a plan that encompasses all aspects of the university's involvement with its publics. The plan should:

- specify the mechanisms for ongoing dialog about priorities, agendas and resources related to Wesleyan's public affairs interests;
- apportion administrative responsibility for state and federal outreach activities and ensure that state efforts, in particular, are well coordinated with city and community efforts;
- delineate the role of the president in state and federal spheres;
- establish criteria for deciding which issues and projects to address at each level, as well as for measuring the success of our efforts;
- describe mechanisms for communication among the various members of the community undertaking outreach on Wesleyan's behalf, as well as for communication with the larger campus community about issues and projects.

The university should create a working group comprised of some of the administrators who are currently engaged in outreach activities plus faculty and others who have a stake in federal, state and local regulatory and grant-making processes, to develop the plan to address these issues.

## **V. EXTERNAL AND INTERNAL COMMUNICATIONS**

Over the past several years, Wesleyan has made a concerted effort to raise its visibility in the public media and to develop publications that reflect its objectives consistently among its constituencies. Wesleyan will sustain its efforts with the news media and will work to build its reputation for institutional leadership through more effective outreach at the state and federal levels. It also will expand and refine its communications with campus constituents, as well as alumni and parents.

## **A. Increase Visibility in the Public Media**

Our efforts to improve Wesleyan's visibility in the media have been overwhelmingly successful. Wesleyan has moved from responding to outside news agendas to promoting an ambitious plan of its own which is featured regionally and nationally. Moreover, our news output has fueled internal publications, particularly the magazine, with stories about faculty research and scholarship.

Considerable potential exists to further Wesleyan's positive presence on the national scene. The President has the expertise and the passion to communicate effectively on issues of higher education. Many of our faculty have the knowledge and communication skills to address topics in their fields that can have an impact on public policies. These resources, aided by the public relations staff, can extend Wesleyan's influence on national conversations about issues that are important to Wesleyan, to higher education, and to the development of new frontiers of knowledge.

## **B. Deepen Alumni and Parent Engagement through Improved Communications**

Wesleyan has made significant progress in bringing its print and electronic publications in line with its marketing objectives. We have studied our marketing efforts and have developed an overall communications plan to deliver consistent messages to prospective students, alumni and parents, as well as to deepen our outreach. Our plan has been put into effect in all of our communications, including the award-winning *Wesleyan Magazine*, the catalog and the Web site. We are now analyzing the results and, based on our analysis, will make additional recommendations concerning the array of Wesleyan publications that reach alumni and parents. Our goal is to develop a comprehensive marketing communications plan that will support the university's strategic initiatives and propel Wesleyan forward into the next phase of its outreach and fundraising.

Wesleyan has a vital interest in having well informed alumni and parents, particularly about "where Wesleyan is going." A recent survey of alumni and parents reveals a wellspring of good will toward Wesleyan. The university's intellectual engagement, student interests in world affairs and social justice, the lively arts scene, the strength of the faculty, and its commitments to access and diversity elicited very positive comments. Alumni and parents also gave high ratings to Wesleyan's communications. Still, they report that they would like more information about Wesleyan and expressed particular interest in knowing more about the university's plans for the future and how it plans to get there. We will incorporate better and more timely information about institutional directions into the *Wesleyan Magazine*, as well as other vehicles.

### **C. Improve Internal Communications**

Good communications with our internal community is a strong priority. We have instituted an online newsletter, *The Wesleyan Connection*, which features many of the stories we are developing for the general media as well as stories that offer a definitive view of institutional policies and administrative matters. Although intended primarily as an internal means of communication, it can also be used to communicate with off-campus constituents, encouraging more routine engagement with the life of the university. The newsletter complements administrative efforts to communicate more effectively with faculty, students, and staff through regular consultation in a variety of forums, such as the faculty executive committee, the annual convocation, quarterly meetings with senior administrative staff, and regular meetings with WSA representatives and other student groups.

## **VI. FACILITIES**

The *Strategy for Wesleyan* included a thorough review of the facilities necessary to attain the plan's strategic goals and planning for the Wesleyan Campaign incorporated the fundraising required to construct these facilities. The Facilities Masterplan study completed during the 2002/03 academic year confirmed that the plans for facilities and their sites will meet the university's needs into the next decade. The Masterplan also developed the framework for integrating the new facilities into the campus as part of a complete campus plan, with common standards and themes to create a coherent whole from the segmented parts.

The Facilities Plan comprises approximately \$311 million in construction or major renovation projects, of which the majority (approximately \$200 million) will be funded by tax-exempt bonds issued through the Connecticut Health and Education Financing Authority (CHEFA). The source of debt service and repayment of bonds is unrestricted moneys raised through the Campus Renewal Fund (CRF) which, used in conjunction with the annual Major Maintenance budget, allows the university to take advantage of its favorable credit rating and significant debt capacity. Unrestricted gifts for the CRF will need to equal \$4-5 million annually during the remainder of this decade and as much as \$2.5 million annually in later years until the bonds are repaid.

Table B lists the planned sources and uses of funds for all of our proposed facilities projects. With the exception of the molecular and life sciences building, the projects shown in Phase 3 will to be supported primarily through restricted fundraising efforts. Guidelines specifying funds pledged and funds-in-hand required to begin design and construction of gift-funded projects will ensure that the university does not over-extend financially.

While we focus on major projects for the future, we should not forget that we have successfully renovated all our classrooms, providing them with new furniture, improved lighting, and other features. In addition, state-of-the-art technology that helps improve learning has been installed in the majority of teaching and learning spaces. As evidenced by the most recent senior survey, in which 98 percent of them noted that they were very satisfied with Wesleyan's classroom facilities, Wesleyan students appreciate these facilities.

## **VII. FINANCE**

Funding new initiatives identified by means of the strategic planning process will require balancing current commitments against future needs. Our goals are: (1) to reduce spending through enhanced efficiencies rather than through reductions in important services; and (2) increase revenues through fundraising efforts and improved portfolio returns. This dual approach will allow us to maintain the momentum of the past five years, increase our relatively small endowment per student, and adopt new priorities identified as a result of this strategic planning exercise.

An updated version of the five-year financial forecast shows that a combination of budget reduction measures in fiscal year '06 and focused efforts to increase WAF significantly by fiscal year '07 will enable us to meet current commitments. Preliminary fundraising projections by category indicate that, even with moderate growth in fundraising, we should be able to begin funding new priorities.

Yet, it is unlikely that we will be able to fund all of these initiatives simultaneously in the short term. As a result, we will need to focus our fundraising efforts on our highest priorities. Depending upon the particular initiatives we select, our fundraising efforts will focus on unrestricted or restricted current funds (to jump start new programs), endowment (to provide ongoing support for new academic initiatives), or capital funds (to support facilities initiatives).

## **VIII. FUNDRAISING CAPABILITY**

The vitality and success of the just completed campaign reveal the remarkable strength achieved by Wesleyan's fundraising organization - both volunteer and professional. Our goal now must be to become one of the most successful fundraising schools among our peers to offset our relatively small endowment per student and to fund the initiatives of the current plan. We will build on the foundation established in the Wesleyan Campaign to further develop our organizational structure and communications program. We have great capacity to expand the number of our donors and the size of their gifts.



Since the close of the Campaign, we shifted resources considerably, eliminating positions, reallocating responsibilities, and strengthening the ties among important operations within University Relations. WAF remains the centerpiece for the future. Our work raises the question of whether Wesleyan should substantially increase its investment in University Relations, with the expectation of receiving gift income equal to at least twice the investment in the short term and more than 10:1 in ten years.

Our current ratio of dollars raised to investment is approximately 5:1. We believe there is still fertile ground for fundraising growth. A preliminary look at our data base shows that we still have untapped potential capacity of over \$400 million from donors who have not yet given up to their capacity. Therefore, an investment of \$3 - \$5 million over the next three to five years should yield a return of \$9 - \$25 million in four to eight years. Recognizing that successful fundraising depends on the positive engagement of a broad spectrum of alumni and parents, these funds should be invested broadly across the university relations organization, and even beyond.

We have explored three different fundraising scenarios for the next ten years. The first projects what would happen if we proceeded with current levels of investment in fundraising. These fundraising levels would allow us to fund current operations, generate an operating surplus beginning in 2007/08, and raise new monies for strategic initiatives. However, they would not be sufficient to fund all of our strategic priorities. The second scenario assumes an additional investment in University Relations that would yield additional gifts. And the third scenario simply adds to the second scenario an additional fundraising goal of \$31.1 million in 2005/06, rising over five years until reaching \$44.9 million. During the next few months we will explore the implications of these alternatives further so as to determine which course to follow.

There is no doubt, however, that to achieve our goals, we will engage more alumni, parents, and friends in ways that are helpful to the university and rewarding to the individual. We are exploring ways to create councils or working groups on topics of interest to alumni and parents. We will replace the Campaign Council with a development committee that will work with the president and vice president of university relations and in consultation with senior staff to help determine individual strategies for project-based fundraising and for very large gifts. An immediate challenge is how to prioritize post-campaign priorities for fundraising: current operations (through an increased WAF for Fund for Excellence model), Campus Renewal Fund, endowment, and restricted dollars for future projects.

There are donors in America who have made extraordinarily large gifts to universities, although rarely to colleges. Very large gifts to Wesleyan's endowment would be truly transformative. Without unrealistic hopes that could compromise Wesleyan's day-to-day financial stability, we should nonetheless develop a complete business plan to let potential donors appreciate how large the impact of transformative gifts would be at Wesleyan.

## ESSENTIAL CAPABILITIES

*A Wesleyan Education for the 21<sup>st</sup> Century* describes the University's vision for an education in the liberal arts and sciences: "The task of a liberal education is to instill a capacity for critical and creative thinking that can address unfamiliar and changing circumstances, to engender a moral sensibility that can weigh consequences beyond self, and to establish an enduring love of learning for its own sake that will enable graduates to refresh their education throughout their lives."

The University aims to accomplish this by a three-pronged approach that exposes students to the most essential issues in broad areas of knowledge; enhances our students' skills in interpreting, communicating, and creating knowledge; and allows them to explore one area of knowledge more deeply. The first component is fulfilled by means of the general education expectations, the second by taking courses that will enhance the students' essential capabilities, and the third by completing a concentration requirement (a major). We believe that this combination of breadth, depth, and skills prepares our students to meet the challenges they will face throughout their lives, to continue to be lifelong learners, and to grow as productive, creative, and ethical human beings.

On March 1, 2005, the faculty updated the essential capabilities, with the understanding that some, such as critical thinking and analysis, are deeply embedded in all or most of our courses and in Wesleyan's interactive and diverse community. Their pervasiveness makes the unsuitable for labeling particular courses. Others capabilities, however, lend themselves to labeling individual courses or clusters of courses. They are:

### **Writing**

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

### **Speaking**

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

### **Interpretation**

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

**Quantitative Reasoning**

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

**Logical Reasoning**

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

**Designing, Creating, and Realizing**

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

**Ethical Reasoning**

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

**Intercultural Literacy**

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

**Information Literacy**

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

**Effective Citizenship**

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

**Table A. Programmatic Initiatives and their Priorities**

<b>Initiative</b>	<b>Purpose</b>	<b>Annual Cost (in 000)</b>	<b>Endowment Required (in millions)</b>	<b>Priority</b>
Eight Faculty Positions	Academic	800	16.0	1
Decrease loan levels for lowest income students	Financial Aid	550	11.0	1
Dean of Students Academic Resources (salary, benefits, expenses)	Campus Life	125	2.5	1
Center for Faculty Career Development	Academic	100	2.0	2
Admission Office: 2 senior assistant admission deans Increased travel funds for recruitment Fall Fly-in and Ambassador Program	Admission	190	4.3	2
Reduce loan level cap from 11.5% to 10.5% of Cost of Attendance for class entering fall 2010	Financial Aid	824	16.5	2
Endowed Lecture Fund	Campus Life	150	3.0	2
Service Learning Center	Academic	100	2.0	3
Loan forgiveness for post-graduate public service (20 students @ 5.5K each)	Financial Aid	110	2.2	3
Funds for campus life program	Campus Life	200	4.0	3
Visiting Team from Democratizing Country 1 professor + 2 students in social science	International	90	1.8	3
Museum: Director, 3 staff, supplies and equipment	Academic	230	4.6	4
20 international need-based scholarships (5/class)	International	500	10.0	4

**Table B. Proposed Facilities Initiatives: Sources of Funds and Costs**  
(in millions)

	<b>Phase 1</b>	<b>Phase 2a</b>	<b>Phase 2b</b>	<b>Phase 3</b>
<b><u>Sources</u></b>				
Tax-Exempt Bonds	60.6	<b>62.0</b>	<b>35.0</b>	45.0 <sup>2</sup>
Restricted Gifts	4.0 <sup>1</sup>	4.0 <sup>1</sup>		83.2
Other Sources		2.0		
<b>Totals</b>	<b>64.6</b>	<b>68.0</b>	<b>35.0</b>	<b>158.2</b>
<b><u>Uses</u></b>				
Clark Hall Renovation	10.7			
Hall-Atwater/Shanklin Renovations	3.3			
Memorial Chapel/'92 Theater	18.1	4.0		
Long Lane Purchase and Demolition	16.1	3.0		
Classroom Renovations/Technology	3.5	4.0		
Freeman Athletic Center Addition	0.8	12.2		
General Renovations/Backfill	2.5	2.0		
Humanities District Offices & Classrooms	0.2	4.8	2.4	
University Center	1.7	10.2	30.4	
Infrastructure/Parking/Landscaping	0.6	3.0	1.5	8.5
Financing Cost & Capitalized Int.	1.5	2.1	1.0	
Film Studies Phase I & II	5.6			3.5
Undergraduate Residences		19.7		
Planning Activities		1.0		
Davenport Renovation				10.0
Library Project		2.0		10.0
Science Building (\$84M + est. inflation)				100.0
Museum or Other Use of McKim et al. bldg.				23.0
Davison Art Center Renovation				3.2
<b>Totals</b>	<b>64.6</b>	<b>68.0</b>	<b>35.0</b>	<b>158.2</b>

<sup>1</sup> \$3.5M Film, \$0.5M Theater/Chapel, \$0.8M Freeman, and \$3.2M University Center.

<sup>2</sup> Additional bond issue for science building.