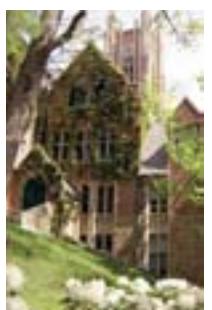


WOMEN WHO
WILL MAKE
A DIFFERENCE
IN THE WORLD

Wellesley College



WHY A
WOMEN'S
COLLEGE?

27

LIFE AT
WELLESLEY

39

A
MULTICULTURAL
COMMUNITY

46

CAMPUS AND
BEYOND

61

WELLESLEY AND
YOU: VISITING,
AFFORDING,
AND APPLYING

69



Discover an environment of countless possibilities. Join a community of curious and motivated learners in a place that embraces diversity. Connect with a talented group of women who want to make a difference. Investigate the complex world in which we live. Push boundaries, take intellectual risks, and expand your connection to the world. You can do it at Wellesley College.

REALIZE YOUR ASPIRATIONS. Wellesley's mission unites three aspirations: to educate women, to strive for academic excellence, and to develop graduates whose lives and careers will exemplify an ideal of engagement in the world. Together, these elements have produced a college with a strong sense of identity and a long record of intellectual achievement and distinction, a college that has played a decisive role in shaping leadership models for women.

Andrew Shennan, Dean of the College

For more than 130 years, outside experts have rated Wellesley as one of the top liberal arts colleges in the country. The College is committed to exposing you to a strong liberal arts and sciences curriculum that will challenge and encourage you to explore who you are and where you want to go. During your Wellesley journey, you will be engaged by rigorous scholarly inquiry. You will acquire the ability to think critically and analyze situations, and you will learn how to be a productive citizen in a rapidly changing global society.

Because Wellesley is a women's college, you will attend classes where women's contributions are honored and where you will polish the skills that will help you become a leader and have an impact on the world. Wellesley College graduates include the first female U.S. secretary of state; the first U.S. presidential candidate; a NASA astronaut; prominent authors, academics, scientists, artists, and broadcast journalists; and Rhodes, Marshall, and Fulbright scholars.

One of the reasons for Wellesley's excellence is its faculty, who are dedicated to undergraduate education and who cherish opportunities to work closely with their students. Wellesley professors stay at the forefront in their careers and have strong connections to graduate schools and employers.

As passionate as Wellesley's students may be about learning and scholarship, they're equally energetic about having fun. You will have opportunities to participate in more than 160 student organizations that cater to a wide range of interests and backgrounds. The College fields excellent varsity sports teams in the competitive Division III athletic conference.

The Wellesley campus extends over 500 acres of woodlands, meadows, and water. Within 30 minutes are the cities of Boston and Cambridge and all their cultural, educational, and entertainment resources.

Wellesley College is a place where you will be encouraged to explore new opportunities, deepen your knowledge, and realize your potential. You will understand not only what it means to make a difference,



At Wellesley, I am constantly challenged and exploring new frontiers as my academic boundaries are pushed further. We are not only stimulated to achieve the impossible, but also encouraged to seek out a personal balance that is central to our overall success. *Bebe Zhao '10*

but also how you can make a difference. In so doing, you will carry on the tradition of the Wellesley women who have preceded you, many of whom are eager to help you get your start in the world.

A WELLESLEY
EDUCATION

3

DEDICATED
FACULTY

8

STUDENT-FACULTY
RESEARCH AND
COLLABORATION

10

WORLD-CLASS
RESOURCES

16

OFF-CAMPUS
STUDY
PROGRAMS

18

INTERNSHIPS
AND SERVICE
LEARNING

21

OUTCOMES:

AFTER WELLESLEY

23



How do you measure the strength of a Wellesley education? By the breadth and depth of academic programs, research, study abroad, and internship opportunities. By the caliber and accessibility of professors who teach, advise, and mentor students. Above all, by the engaging classroom experience, diverse student perspectives, expansive choices, and network of support, all of which create an atmosphere of possibility.

2

FOUNDATIONS FOR SUCCESS. Academics at Wellesley may be unlike anything you've experienced before. You'll work collaboratively with professors within a vibrant intellectual community. You'll be actively engaged in classroom learning and hands-on experiences. And you'll develop exceptional skills in writing, reasoning, and analysis—the foundations for success in any endeavor. A Wellesley education enables you to become the best version of yourself.

CHOOSE FROM OVER 1,000 COURSES. The opportunities for fulfilling your intellectual curiosity at Wellesley are endless. You may choose from more than 1,000 courses. And, at the end of your sophomore year, after you have had a chance to discover your academic passions and interests, you will choose a major from among 30 departmental majors and 24 interdepartmental or structured individual majors. You also may construct your own individual major by combining traditional subjects in ways that suit your interests and personality.

Many students choose to double major or create individual majors in areas such as urban studies and bioethics. The possibilities are endless.

INTERACT IN SMALL CLASSES. Wellesley professors teach their own courses. No classes are taught by teaching assistants. With a student-faculty ratio of 8 to 1, classes are small enough for you to receive personal attention, yet large and diverse enough to foster debate and the exchange of information. Classes at Wellesley typically range in size from 15 to 20 students, depending on the level of instruction. Professors understand how you learn and what interests you. At the forefront of research in their disciplines, they pass that knowledge on to you.

EXPLORE THE CURRICULUM. Although you have the freedom to design your own course of study, Wellesley believes that a quality liberal arts and sciences education must be built upon a comprehensive foundation. Therefore, you are required to take courses in seven of the following eight areas: language and literature; visual arts, music, theatre, film, and video; social and behavioral analysis; epistemology and cognition; religion, ethics, and moral philosophy; historical studies; natural and physical science; and mathematical modeling and problem solving. You also must demonstrate proficiency in a foreign language and take at least one multicultural course, a writing course, and a course in quantitative reasoning. The goal is to expose you to a wide range of issues and ideas that will broaden your knowledge and your worldview.

BENEFIT FROM ACADEMIC SUPPORT. With its comprehensive peer tutoring and faculty development programs, the Pforzheimer Learning and Teaching Center (PLTC) in the Clapp Library provides critical academic support to students and faculty. The PLTC offers activities that extend throughout all departments, as well as writing and public speaking tutors.

PURSUE THE HONORS PROGRAM. If you excel in your major, you may pursue a Departmental Honors Program. This highly selective program gives exceptional students a chance to delve even deeper into intellectual pursuits, along with the rewards of individual guidance.



It was quite a shock to walk into my very first class at Wellesley, Medieval Women Writers, and see only eight students—including juniors and seniors, who came from all over the country and offered diverse perspectives. The professor was an expert in her field, and the class functioned like a seminar, generating numerous lively discussions.

Jeanine Navarrete '10

COLLABORATE WITH PROFESSORS

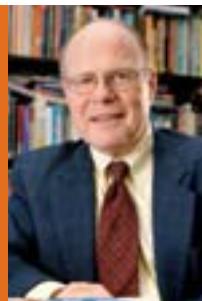
KATHARINE MOON
PROFESSOR OF POLITICAL SCIENCE

Wellesley professors wear many hats. Sure, some are just to keep warm during New England winters, but most involve the various roles they take on at the College—teacher, advisor, and collaborator.

Recently, Professor of Political Science Katharine Moon has been all of those things to one student: Erin Choi '10. Moon and Choi coauthored a paper on nationalism and the politics of international adoption and then presented it in March 2009 at a professional academic conference. "It's very rare for an undergraduate to have that kind of experience, but she was so good," Moon says.

While Moon typically employs one or two research assistants a semester, this was the first time she invited an undergraduate student to collaborate with her on a paper. "I had the feeling that it would open up a whole new world to her—not only to do the research, but also to do the analytical work," explains Moon. From the onset of the project, the two worked closely together, brainstorming and analyzing ideas. "It was a really collaborative experience," Moon says.

And while Choi certainly learned a lot, so did her professor. "It was exciting," Moon recalls. "I had to play several roles. One was to truly be a co-researcher and give her full license to explore original ideas and insights." The other major role Moon had to play was a familiar one: teacher. "I had to make sure that Erin was being guided in doing the analysis and that she was learning how to do research at the scholarship level," Moon says. In addition, she encouraged her to think about how this research could lead to a senior thesis and graduate school.



KARL E. (CHIP) CASE
PROFESSOR OF ECONOMICS

The buzzword in education these days is "hands-on learning." In Urban Economics, taught by Coman/Hepburn Professor of Economics Chip Case, this is what hands-on learning looks like: "In my class, students have to go through the process of buying a house. They must attend an open house, prepare an offer, figure out the front-end costs and the full monthly costs, including the points and closing costs. Then, in class, we can talk about the housing market," Case says.

"We talk about the structure of a city with big office towers, so I assign each of them a building. I want to know who's in the building, how many employees, how many square feet, what's the per-square-foot rent, who owns the building, and what percent is vacant. Then we can talk about development—who builds these buildings, why do they build them, how do they get financed? To understand the economics of cities, you have to understand that."

Case's students also have to visit a subsidized-housing project and interview people to determine who lives there and how many are on the waiting list. In his class on public finance, Case gives students a complicated set of data on a family and requires them to fill out a 17-page tax return. "Then we can talk about the tax system, because otherwise they don't know," notes Case. The value of these exercises is to make learning more relevant and to enrich the content.



I believe in a liberal arts education in the sense that even though these are political science courses, students should be able to incorporate sources or materials that they might find in other disciplines. *Katharine Moon, Professor of Political Science*

Moon was confident that presenting the paper at an academic conference was an important experience for Choi to have as well. "I really wanted Erin to have full exposure to what the world of academics would be on a professional level," Moon adds. "It was quite an experience, not only for her, but also for the academics who watched this undergraduate perform so well."

RECIPROCALLY REWARDING

ERIN CHOI '10
MAJORS: SPANISH AND POLITICAL SCIENCE
HOME: LOS ANGELES, CALIFORNIA

"Writing and presenting a paper with Professor Moon was one of the most intellectually rewarding experiences I have had at Wellesley," says Erin Choi (*below right*). "My favorite memory includes going to her office after doing research to simply talk. We spent hours discussing, examining, and ruminating over our research. We pounded out ideas and critiqued each other's arguments. Although I often left her office with a throbbing head, I also felt immensely gratified and invigorated."

Erin traveled to Chicago with Professor Moon to present their paper at an academic conference (*see profile above*). "She has been a teacher, mentor, and role model for me, so it was a great honor to stand next to her at the conference and share our work with other scholars.

"Through the process of writing and presenting our paper, Professor Moon continually tested my limits and challenged me to go beyond what I thought I was capable of doing. I am deeply grateful to her for believing in me. Our intellectual and personal relationship has immeasurably enriched my learning experience at Wellesley."



ENGAGE IN HANDS-ON LEARNING

BRITT ARGOW

ASSISTANT PROFESSOR OF GEOSCIENCES

On the first day of Assistant Professor Britt Argow's seminar on coastal sedimentology, she collected the 12 enrolled students and drove them to Crane Beach in Ipswich, Massachusetts. "We walked up over the dunes and sat at the lookout at the top," she says. The next words out of her mouth were: "Five observations. Go!"

Argow is a coastal sedimentologist who studies the way sediment moves along a coastline. Her courses in the Geosciences Department and in the Environmental Studies program emphasize an experimental style of learning that is hands on, inquiry based, interesting, and fun.

Consider her first-year seminar, which met twice weekly: one day of classroom discussion and the other spent out in the



field. The students had a textbook for background information, which allowed them to jump in to the discussion at a higher level. To get them to act like researchers, Argow asked them to problem-solve: for example, to discover how to calculate the tidal range (the vertical distance between the high and low tides) at a given beach. "A lot of science is actually figuring out what data you need, then figuring out how to get it. That process was something I wanted the students to explore without the threat of failure. Instead of the idea that science is something that we memorize, that is known, that you get right or wrong—how about the idea that science is about processes that you can observe, intuit, or figure out?"

She explains, "Our students are attracted to fields where they can see the applications for societal problems. By having that link to society as a framework, and then gaining hard skills and knowledge in science, they figure the facts out or put them together in a way that generates the next level of information."

Argow believes that, with new teaching techniques, more students can get hooked—and stay hooked on science. "And even if they don't stay in the sciences, some of my students will go on to become CEOs and congresswomen," she says. "If they understand how the world works physically, that may inform some of the decisions they make in seemingly separate arenas."



The best way to teach students about almost anything in the social sciences is not by sitting in the classroom—it's by engaging them in the processes of research. *Craig Murphy, Professor of Political Science*

WRITE ON

Whether first-year students enter Wellesley hoping to become accomplished historians or musicians, economists or chemists, the College has dedicated itself to ensuring that they will graduate as accomplished, convincing writers. And Wellesley is delivering on that promise with an innovative, unsung—and, yes, tough—required Writing Program, putting itself at the forefront of an academic movement to reinvest in the teaching of writing.

The Writing Program poses a unique challenge to students: to see their writing not as an academic exercise or merely an outlet for creative expression, but as one of the most powerful tools they have to present their ideas to the world. Approximately half of the faculty—from art to chemistry to economics—have taught Writing 125 since this program began in the mid 1980s. By

collaborating intensively, they learn how to become better teachers of writing within their own disciplines. They also think about what good writing means in the work they assign students: the essay topic, the lab report, and the term paper.

"We teach students how to make a convincing written argument—to have a point of view, to learn to state a claim, and to provide evidence in support of that claim," says Associate Professor and Chair of Economics Ann Velenchik, who is also Director of the Writing Program. Her course, Wealth and Poverty in America, is among the most popular sections of Writing 125. "I make them write like economists. I don't want 85 adjectives when one noun would be better," she says. "I want them to learn how to use evidence, and not just think that asserting something a couple of times makes it true."

A WRITING 125 SAMPLER

The Wire and the American City
Watching the Supreme Court
The Image of Islam in Western Literature, Media, and the Arts
Lies, Damned Lies, and Statistics
Athletes and Artists

The International Short Story
The Human Brain: A Case Study Approach
Electric Power and the Environment
Macbeth: Shakespeare's Anatomy of Evil
Critical Interpretation



GO DEEPLY GREEN



JOHANNAH MURPHY '09

MAJOR: CHEMISTRY

ELIZA MURPHY '10

MAJOR: STUDIO ART

HOME: FRAMINGHAM, MASSACHUSETTS

Johannah and Eliza Murphy want to get their hands dirty. In fact, that's the way they prefer it.

After spending a summer working on a community organic farm, Johannah wanted to continue her sustainable agriculture work on campus. With the help of sister Eliza, as well as the president of the College, and the co-chair of Wellesley's Sustainability Committee, she achieved just that.

The sisters secured a plot of land in the College-owned community gardens about a mile from campus, in what used to be known as the "Victory Gardens" from their origins in World War II. The land had not been used in several years,

however, so the sisters had their work cut out for them: clearing debris, tilling the soil, planting, weeding, hoisting a fence, and building a trellis for the tomato plants. Eliza nursed seedlings through the early spring in her residence hall living room until they were ready to be planted. Soon, other students pitched in as well, and the garden took off.

The Murphys donated their produce to Boston-area food shelters during the summer, connected with small local farms to borrow tools, and obtained compost and seedlings. Last fall, they began selling produce to Wellesley dining halls.

Both sisters are dedicated to sustainability, especially as it relates to progress. "It doesn't have to be a huge human-rights issue," Johannah says. "It can just be that the carrot tastes better, it was grown organically without pesticides right in front of you—that can be a huge way of connecting."

Sustainability is a key issue across the board in terms of social justice. It's an organic, right, all-the-time way to promote change. *Johannah Murphy '09*

LEARN LOCALLY, ACT GLOBALLY

BETH DESOMBRE

PROFESSOR OF ENVIRONMENTAL STUDIES AND
PROFESSOR OF POLITICAL SCIENCE

The value of a liberal arts education becomes crystal-clear when you walk into the classroom of Frost Professor of Environmental Studies Beth DeSombre in Wellesley's Environmental Studies program.

DeSombre embraces and embodies two values the College holds dear: Students learn best when they are able to apply their readings and coursework to their lives, and a truly learned student has a working knowledge of many different disciplines. By combining the skills from science, political science, philosophy, and economics, this program helps students with the mental calculus required to become a responsible citizen in the modern world.

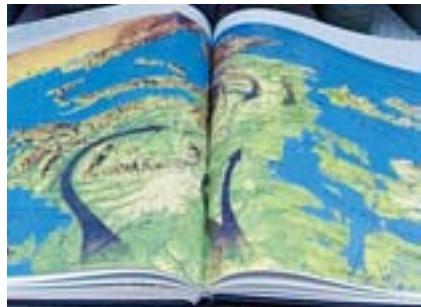
"Environmental Studies brings together the types of learning we should all be doing in college," she says. "There are phenomena you can't understand unless you consider these things simultaneously. In understanding the

global problem of biodiversity loss or ozone depletion, you will have an incomplete understanding of what to do if you only understand the science or the economics of it. And even if you do understand those aspects, if you don't apply an ethical or philosophical perspective, you will miss some broader concerns. For example, you have to think about the economic horizons when considering policy implications affecting current and future generations. There is no political or economic

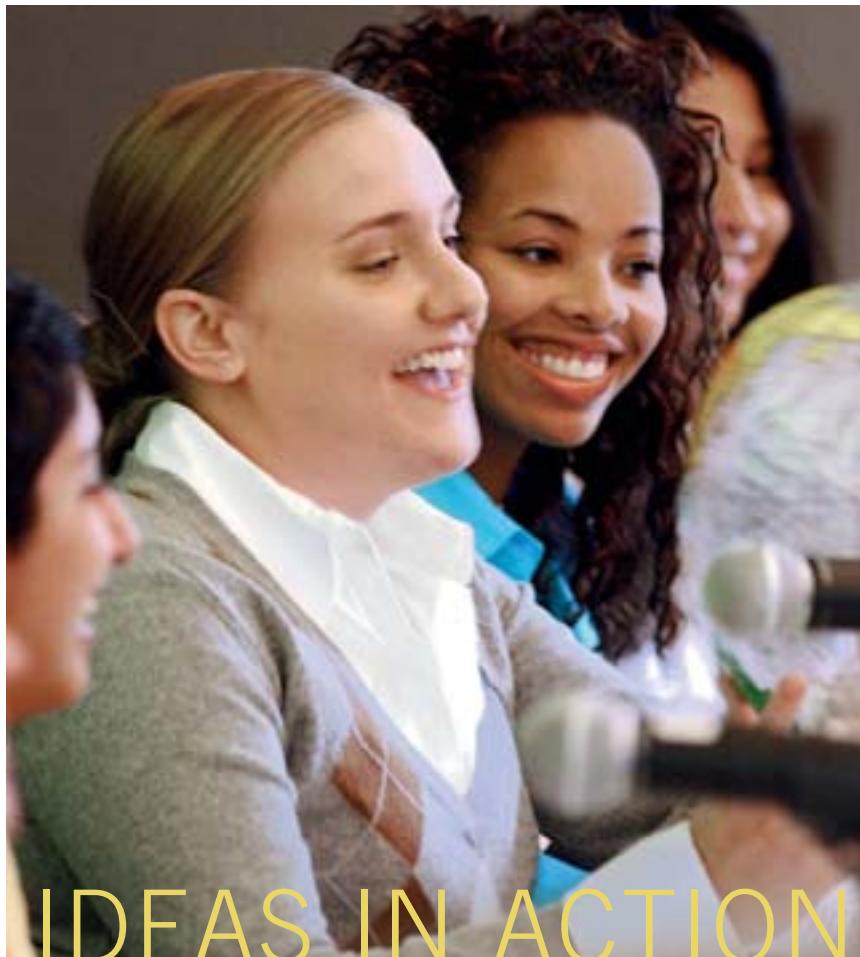


process to account for the impacts on future generations. You need to have a philosophical or an ethical approach to take those needs into account."

A CLOSER LOOK
AT THE LIBERAL
ARTS AND
HUMANITIES



THIS is a delici
and imbibes del
strange liberty i
stony shore of i
well as cloudy
me, all the elem
trump to usher
borne on the rip



IDEAS IN ACTION



COURTNEY SATO '09
MAJOR: ENGLISH
HOME: HONOLULU, HAWAII

When Courtney Sato was a high school student in Hawaii, she would write poems in her house by a window with a view of a mountain range, enjoying the shifting shadows at the end of the day. "It's difficult to explain," she says, but "there's something either anxious or settling about dusk that I really like."

Courtney Sato was awarded a 2009 Thomas J. Watson Fellowship for independent study and travel outside the United States. Her project, "Writing Toward Home: Tracing Poets and Places," will take her to France, Ireland, the United Kingdom, St. Lucia, Trinidad and Tobago, the Czech Republic, and Germany.

She's branched out since then, finding inspiration in the airy fourth floor of the Campus Center, watching students go about their lives on the campus below, and in cafés and libraries

in Boston, listening in on other people's conversations for turns of phrase that jump out at her. "I just try to write about the newness of things," she explains, like a "first luminous spring" away from home in New England.

Courtney is constantly pushed by poets (and professors) Frank Bidart and Dan Chiasson in the English Department. She feels fortunate to have the input of these two poets, who often give her very different feedback on the same poem. "Ultimately, it's my responsibility as a writer to think about what they've said and then to filter that, to think about what I'm actually trying to write," she says.



Etta amos q
in pastoralib
rue:que vidit
israel in dieb
regis iuda et
bus iheroboi
ice duos ann



DAN CHIASSON (*left*)
PROFESSOR OF ENGLISH
POETRY EDITOR, PARIS REVIEW

You just have to exist inside language pretty self-consciously in a different way, where you're always looking at what you read, what your friends talk about, your own thoughts, for what might make it into a poem. I think the key is to set the dial to the right frequency. And it seems to work. When I tell students that, their poems become immediately more interesting.



DEDICATED FACULTY

WHAT MAKES A MEMORABLE TEACHER? Intellectual and academic excellence, of course. But also, a commitment to their students, a passion for their research, and a drive to engage and inspire. The diverse Wellesley faculty—accomplished scholars in their fields—embrace teaching as their primary mission.

Every class at Wellesley is taught by a professor—even introductory classes, something that is not true at large universities or research institutions. At some point in our lives, we encounter the best teacher we've ever had. For most Wellesley students, this happens here.

Each professor teaches only two courses per semester, which means they have time for research and scholarship and time to get to know their students. When you are ready to graduate, you will have faculty members who are not only eager to write you a recommendation for graduate school or a job application, but also are qualified to do so.

QUALITY OF TEACHING. According to students, the high-quality teaching at Wellesley is attributable to at least two things: dedication of faculty to their academic fields and the respect they show for their students.

Many professors are consumed by their efforts to keep material fresh. They stay current with research and explore new teaching methodologies; some make liberal use of new instructional technologies to turn their classes into multimedia events.

Professors see learning as a dynamic process where information is exchanged back and forth between teacher and student. This exchange improves the quality of learning, instruction, and the classroom experience by keeping the subject matter relevant and everyone's interest alive.

A FACULTY WITH EXPERIENCE AND RECOGNITION. The Wellesley faculty includes scholars who are regularly called upon by other institutions, the media, and government to offer their advice and expertise. Nearly 100 percent of the tenured and tenure-track faculty hold doctoral degrees or the equivalent. In recent years, faculty members received grants or fellowships in support of their teaching and scholarship from institutions that included: the Alfred P. Sloan Foundation, the American Philosophical Society, the Ford Foundation, the Fulbright Scholar Foundation, the National Institutes of Health, NASA, and the National Science Foundation.

Geography is one reason why Wellesley has little difficulty attracting experienced and knowledgeable professors. Wellesley's proximity to Boston provides easy access to one of the best scholarly environments in the nation, and possibly the world.

DIVERSITY OF FACULTY. Wellesley believes that having a diverse faculty presents good role models for all students. It contributes to the exceptionally high percentage of women hailing from women's colleges who go on to scientific careers or who take jobs across all disciplines in academia. Women occupy 59 percent of the faculty positions at the College. Many work in fields that are traditionally male dominated. In the sciences, 53 percent of the faculty are women, about 15 percent of tenured science faculty are women and men of color, and 17 percent of all the faculty in biology, mathematics, physics, and chemistry are from multicultural backgrounds. The same focused effort to attract professors from multicultural backgrounds applies in all departments.

FACULTY

Total full-time and part-time faculty: 352

Faculty who hold a Ph.D. or the highest degree in their field: 98 percent

Student-faculty ratio: 8:1

Number of courses taught per semester by each professor: 2

Number of courses taught by teaching assistants: 0

ACCESS PROFESSORS, EQUIPMENT, BOSTON

NANCY H. KOLODNY '64

PROFESSOR OF CHEMISTRY

"Even the most senior faculty members teach introductory courses in the sciences," says Cohen/Heller Professor of Chemistry Nancy H. Kolodny. "I love teaching introductory courses because I enjoy seeing students become excited about chemistry, often for the first time. Students taking science courses work one on one with faculty members, many of whom are cutting-edge researchers."

"Our microMRI system, a highly unusual piece of equipment for an undergraduate institution, enables us to study neural development in smaller animals such as mice and crayfish. That is the type of opportunity that makes Wellesley unique. At Wellesley, students learn how to function as professionals in the sciences. Student researchers who coauthor faculty publications are often invited to scientific meetings. People are shocked to find out that these Wellesley students are undergraduates."

Kolodny believes that being in the Boston/Cambridge area provides incredible benefits for the Wellesley scientific community.

"Many faculty members collaborate with local institutions, providing additional resources for students, including access to extensive equipment and laboratories, such as Harvard Medical School. Boston also attracts many prestigious speakers and events, scientific and otherwise."





SCHOOLING THE PROFESSOR

KATE BROGAN

ASSOCIATE PROFESSOR OF ENGLISH

At Wellesley, professors are still learning—occasionally with the help of a colleague or even their students. And sometimes, it's both.

Faculty seminars—where a visiting professor or faculty member presents on a subject—are just one of the ways that Wellesley encourages faculty development and learning. That learning can lead to new research areas or possibly the creation of a new course. In the case of Professors Lee Cuba and Kate Brogan, it led to *Images of the American City*, an interdisciplinary course that looks at different perspectives on American cities.

Professor of Sociology Lee Cuba had previously taught a course on urban sociology, and Associate Professor of English Kate Brogan taught a course on representations of New York City in literature and art. So, when they both attended a faculty seminar on cities around the world, something clicked. “We decided to bring together Lee’s expertise in urban sociology with my understanding of the ways that cities are represented in literary texts,” Brogan says.

The class premiered in the fall of 2008. “I think it was a good learning experience for

the teachers as well as for the students,” notes Brogan. “Because the city is an enormous topic, we all benefited from approaching the subject from multiple perspectives.”

That kind of interdisciplinary approach offers something special to students, Cuba says. “In a class like this, we help students cross boundaries. We see students who are familiar or comfortable in one genre becoming more familiar or being pushed a little bit to another area,” he says.

And if the students crossed boundaries, so did the professors. “The class not only included students majoring in sociology and literature, but also drew students with strong interests in environmentalism, photography, and urban politics,” Brogan emphasizes. And those students brought something new to the table. “I enjoyed learning about aspects of the city that I’m less familiar with,” she adds.

With the class slated again for the fall, Brogan and Cuba are already looking for new things to learn—and to teach. “Our plan for the fall is to include more 21st-century material,” Brogan says. “We’ll continue to think about better ways to use our proximity to Boston for firsthand learning about cities. We’re always looking to make learning, inside and outside the classroom, a richer experience.”

PI MAKER

STANLEY CHANG

ASSOCIATE PROFESSOR OF MATHEMATICS

Home is where the pie is. Or is that pi?

Every March 14, Associate Professor of Mathematics Stanley Chang offers pie and a lecture to math students celebrating Pi Day. “We have pie and ice cream at 8:30 in the morning, and I give them a little lecture about why pi is cool,” he explains. That’s just one of the things the Math Department does to make things more, well, homey while still teaching a difficult subject. “We are a rigorous program that does hard work, but with a human side as well,” Chang says.

“In the Math Department, we try very hard to give our students the feeling that this is actually a home for them, because math can be very challenging and students may need support,” notes Chang. And a big part of that support comes from office hours.

“The bulk of one’s teaching does not happen in the classroom,” Chang says. “I think most mathematics is learned when you’re having a conversation with somebody rather than being lectured to.”

Those conversations often happen during Chang’s office hours—or occasionally over some bubble tea. “I used to have a bunch of groupies that followed me around everywhere,” Chang laughs. After these students graduated, the group still remained friends. “We called ourselves Team Boba.”

And while not every student goes out for tea with their math professor, the support that they need is always available. “My students do work together a lot on problem sets,” he says, “and they often come to office hours and just . . . work. Hours can go by and they will not have spoken a word to me,” he says. “They’re trying to figure things out on their own, so they come to my office for moral support.”

And while Chang points out that mathematics is actually much more collaborative than people expect,



there is a certain amount of independent thought required. He encourages that independence, as well. Recently, Chang did a summer-long independent study with one of his students. “At the end, we actually derived some interesting results,” he says. “And it was a good experience. She made some money and did some math.”

STUDENT-FACULTY RESEARCH AND COLLABORATION



One of the advantages of going to a small liberal arts and sciences college is the opportunity to become a research partner with faculty on projects at the undergraduate level. At Wellesley, students conduct research across all disciplines.

Each year, more than 400 students participate in guided research, independent study, or senior thesis research across all disciplines. These collaborations between faculty and students encourage the development of continuing academic partnerships.

One of the great strengths of a Wellesley education in the sciences is the opportunity for collaborative faculty-student research projects. The results frequently appear in prestigious journals and presentations at professional meetings—outcomes that are of great benefit to our students.

William F. Coleman, Professor of Chemistry

SAMPLE RESEARCH PROJECTS

SOCIAL SCIENCES

History of the Use of Precision-Guided Munitions
The Transnational Antisweatshop Movement: Realities and Politics of the Global Labor Market
The Economic Consequences of Freeing the Grapes
The Effect of Imaginary Companions on Preschoolers' Play
The Culture of Secrecy

SCIENCE AND TECHNOLOGY

Do I Know You? Determining How the Brain Processes
A Provably Better World: Improving Health and Advancing Chemistry Using Computational Optimization
Curing Cancer and Hepatitis C: One Beaker at a Time
Chaotic Orbits of Uranian Moons
Leeches Suck...Then Shrink!
Nutrition and Brain Disorders: You Are What Your Mother Ate

ARTS AND HUMANITIES

The Midwife of History: Hannah Arendt, Frantz Fanon, and the Concept of Political Violence
"Nothing is until it has a word": The Poetry of Gillian Clarke
Uncommon Ragtime: The Xylophone Rags of George Hamilton Green
Real Men Wear Sequins: Performing Gender on the Takarazuka Stage
White Girls in Love with Hip-Hop: Exploring the Racial Implications of White Female Rappers

More on research at Wellesley:

www.wellesley.edu/DeanCollege/Ruhlman/home.html

In many cases, professors will rely on the student's data to inform their findings and conclusions. In fact, a number of students coauthor articles that are published in scientific journals and other professional publications and attend academic conferences.

PARTICIPATION IN RESEARCH. You may take one-semester projects for credit, yearlong senior honors research, or faculty research during the summer. To do research in a particular field, you do not have to be a major in that area. Research opportunities are supported by grants from Wellesley and outside organizations, such as the National Science Foundation, the Howard Hughes Medical Institute, and the National Endowment for the Humanities. Students have access to sophisticated, state-of-the-art equipment, such as the confocal and electronic microscope, mass spectrometers (MALDI-TOF), inductively coupled plasma atomic emission spectrometer (ICP-AES), and equipment for advanced molecular biology techniques, including an automated sequencer.

PHYSICS EVERYWHERE

COURTNEY LANNERT

ASSISTANT PROFESSOR OF PHYSICS

Assistant Professor of Physics Courtney Lannert is not afraid to get messy. Mostly because she knows she won't.

"I have a confidence in the physics analysis," Lannert says. "I know what's going to happen." So, when she has students hold



an ordinary bed sheet (loosely), and when another student winds up to throw an egg at the sheet (as hard as she can), Lannert is confident she won't end up with egg on her face. And she's only ended up with egg on her floor once or twice. "When they're trying to throw really hard, students do miss the sheet," she laughs. "So as long as they don't miss the sheet, they cannot break the egg."

The egg hurl is a demonstration Lannert uses in her introductory physics class to explain the principles behind such things as automotive airbags. "When an airbag inflates

in your car, it's acting like the sheet to the egg that is your head, bringing your head to a stop, but very gently," she says. Even after only the first few weeks of class, the students already have the physics knowledge to calculate and understand such phenomena.

"One of the things that's great about introductory-level physics is it's all about the physics of things that are in our everyday experience," Lannert explains. "It's about trying to predict what's going to happen in a particular situation, and demonstrations are a way of bringing that to the forefront."

A theoretical physicist, Lannert is currently researching systems with magnetism, which is a result of the quantum nature of the electrons in the material; she also is researching the physics of very, very cold trapped atoms.

"There is a perception that this is a field that you can't understand until graduate school, and I just don't think that's true." She supervises a number of independent study projects with students, and they frequently present their work at professional physics meetings.

"I think part of the reason why many promising students go to liberal arts colleges is that they have the chance to be the dominant focus of the faculty there," Lannert says. "I want to give students the experience of having real ownership of a particular project—one they can understand all the way down to its foundation."

AT HOME IN THE WORLD

LEE CUBA

PROFESSOR OF SOCIOLOGY

For over 20 years, Professor of Sociology Lee Cuba has been working on the same question.

"Throughout my entire career, I've been studying place identity," Cuba says. "I'm interested in how people who did not grow up in a place come to feel at home after they move there." First, that question led him to Alaska to study people living on the "last frontier," and then he studied people who moved to Cape Cod after they retired. Now, that same question has led him to his own backyard: college.

Cuba is working with the New England Consortium on Assessment and Student Learning on a long-term study of students at seven liberal arts colleges in New England. "One of the questions that motivates the work for me is: What does it mean to feel at home at Wellesley College?" he says. "And when students say that, what do they mean by it?"

The study not only has students as its subjects, but students also have taken on significant roles in the work itself. "We started out with the role of students to be an interviewer of other students," Cuba recalls. "But now they've gone on to code the data, analyze the data, give presentations on the data, write the interview and survey questions that we use in the study—they've become very, very integral to the whole design and life of the project."

The project involves interviewing 36 students from the class of 2010 at each college over their four years there. The study aims to answer a number of questions from "How do academic and social integration vary over time?" to "How do our institutional practices and policies affect student learning?" But it's not just a study, Cuba says. "It's an assessment project, too, trying to see how we can do it better."

And that makes it much more exciting for student researchers. Not only are they working



alongside faculty and administrators, but also they are presenting results and suggestions for change. "It's really been a fabulous way for students to have wonderful research experience as part of a team even larger than Wellesley," Cuba says, "but also they're doing things that people at colleges are listening to."

DIGGING DEEPER

CLAIRE DROSTE '10

MAJORS: RELIGION AND SOCIOLOGY
HOMETOWN: DOW, ILLINOIS

Claire Droste went from being a wide-eyed first-year student to a trusted collaborator in virtually no time at all. When she started at

Wellesley, Claire just happened to be in an orientation session with Professor of Sociology Lee Cuba. He plugged the course he was teaching that fall, and she ended up taking it. "I knew nothing about sociology. I couldn't have told you what it meant," she laughs. "But I ended up

falling in love with the subject." And when the class was over, Cuba asked if she would be interested in participating in a summer research session. It was an offer she couldn't refuse.

That summer, Claire began to work on the results from interviews conducted as part of a long-term study of students at seven liberal arts colleges in New England. After reading

through some of the transcripts, Claire chose the topic that most interested her: first-year advising. "It's a topic I'm pretty passionate about because I think advising is a big part of the experience here at Wellesley," she says.

At the end of the session, Claire presented her work to other students and faculty members also working on social science research that summer. "It was the first analysis that had been done with the data," she adds. "So it was very exciting that they were trusting this first-year student who didn't have any idea what she was doing."

Since that summer, Claire has continued working on the study, doing everything from interviewing students to coding and analyzing data. "It's allowed me to contribute to phases of a very important and relevant project

that most undergraduates would never even dream of," she says. "You're not just a student or an advisee or an assistant, you're actually contributing something valuable to research that's going to have some significance."

And along the way, she's learned valuable skills that don't just apply to the study itself. "The skills that I've developed through my involvement with this project have allowed me to go so much deeper in my classroom studies," Claire explains. She will continue to apply those skills during her senior year. Not only will she be working on a senior thesis for the Religion Department, but also she intends to do an independent study focusing on first-year advising. "I am so excited to put to meaningful use what I've learned with this project," Claire says.

Presenting in front of faculty, deans, and institutional researchers was definitely intimidating. But it was also exciting that they were willing to listen to us on a level that showed they respected what we've been doing.

Claire Droste '10

Claire Droste '10
on the shores of the Ganges River, where
she studied abroad
in India fall semester.



A ROLE MODEL FOR YOUNG SCIENTISTS

JOANNE BERGER-SWEENEY

PROFESSOR OF BIOLOGICAL SCIENCES AND ASSOCIATE DEAN OF THE COLLEGE

As a result of international recognition for her work on brain disorders affecting memory, cognition, and developmental disorders, Joanne Berger-Sweeney's students are participating in groundbreaking research with her.

For more than 20 years, Berger-Sweeney, who is Dean of the College and Russell Professor of Biological Sciences, has been conducting research on issues related to Rett syndrome, an autism-spectrum disorder that is one of the most common causes of mental retardation in females. It is one of the first autistic disorders for which researchers now understand its genetic basis. In recent years, a long-awaited "mouse model" for Rett syndrome was genetically engineered, and Berger-Sweeney's laboratory has characterized behavior, anatomy, and neurochemical

parameters in these mice, as well as therapeutics treatments. More recently, she has been working with models of schizophrenia and autism.

Several students in Berger-Sweeney's lab are working with research associates on this project. "My teaching at Wellesley is inextricably linked to my research," she says. "This year, two of my students went to an international neuroscience meeting in the Bahamas to present our newest research results. In fact, about half the publications coming out of my lab have students as coauthors."

Students who leave her labs are well prepared and positioned to continue work in graduate research. Berger-Sweeney frequently bumps into former students at scientific meetings. Some continue to come for her for references for graduate school and jobs, contacts, or advice on scientific papers.

She also has an opportunity to offer mentoring opportunities to other women of color. "There are not a lot of women of color in the field," she

notes. "I have been so pleased that, in over a decade at Wellesley, I have had more than 10 black females in my lab who are now in medical school or in graduate school in neuroscience. It's clear to me that having a role model makes a difference. When

I see my students going to literally the best graduate programs in the world and excelling, I know I've done my job well. I can't think of anyone who came out of my research labs who couldn't choose where she wanted to go."



NOLAN FLYNN

ASSISTANT PROFESSOR OF CHEMISTRY



"I am not a research advisor who peeks over shoulders," says Chemistry Professor

Nolan Flynn, whose research students are creating gel-like materials called hydrogels, which may eventually deliver drugs into the body. "You can learn more by doing something incorrectly than by being told the correct way. A student's first pass is to come up with an experiment to alleviate a problem. I am the backup. Giving students this independence not only builds self-confidence, but also is one of the major benefits of working in the research lab. The sense of ownership really drives students forward and ultimately makes them better researchers. The students collect the vast majority of the data that's produced in my lab. It is what helps move my research forward."

SCIENTIFIC REACTION

LINDA GUINEY '09

MAJOR: CHEMISTRY

HOME: PLYMOUTH, MASSACHUSETTS

As a chemistry major, Linda Guiney understands the microscopic molecular activity that occurs when two substances interact. But she most enjoys working with what she can touch and see. As part of Chemistry Professor Nolan Flynn's research team, Linda is conducting research on the use of hydrogels, a material similar in consistency to a contact lens, as a drug delivery system in humans.

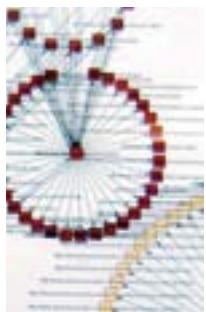
"I like this work because it's clearly a hands-on experience," explains Linda, who also plays club soccer and rugby. She began working in the lab in the spring of her first year. "There are about 10 of us, and we all follow the progress in one another's projects. We meet with Nolan every two weeks to give him an update and let him know about any problems we've encountered so that we can brainstorm possible solutions. It's a very fun group."

As a sophomore, Linda presented her research in Chicago at the American Chemical Society's conference for undergraduates. "It was an absolutely fantastic experience," she recalls. "I really enjoyed seeing the many fields and applications people were studying. It was great to talk with students who were working on similar projects; and it also exposed me to a range of career paths."

Linda would like to study materials science in graduate school. She says, "I'm particularly interested in the research and development of medical devices. The impact they can have on people's lives can be truly amazing, and the scope of the field is almost limitless."



THE SCIENCES
AT WORK



19	20
K	Ca
.0983	40.07
37	38
Rb	Sr
4678	87.6



DAN BRABANDER (*left*)
ASSISTANT PROFESSOR OF GEOSCIENCES

Extensive faculty connections with colleagues at Boston research institutions prove to be an invaluable asset to our student researchers. Through such relationships, coupled with Wellesley funding, students use instrumentation in the Materials Science Engineering Department at MIT and the Earth Sciences Department at Boston University.



CROSSING BOUNDARIES



LEAH HAMILTON FRENCH '11
MAJORS: ANTHROPOLOGY
AND HISTORY
HOME: CAMBRIDGE, MASSACHUSETTS

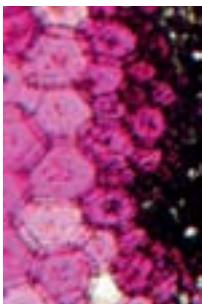
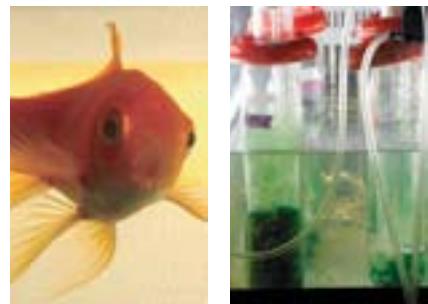
Anthony Tieuli

Having a wide variety of interests can really pay off. Just ask Leah French (*left*). She's an anthropology and history major with an interest in theatre and is a member of the College's Shakespeare Society. Last summer, she won a \$10,000 scholarship from a reality show—about engineering.

Leah participated in the second season of *Design Squad*, a program on Boston's PBS channel that showcases students with engineering talents. The contestants go through a series

of challenges, building contraptions from barbecue grills to go-karts. Leah was the first female to win the contest. "I felt it was important because a boy won last year. And now, more than ever, there are more women involved in the sciences," she notes.

Leah chose to attend Wellesley, as it offered her the chance to meld her various interests. Committed to encouraging women to pursue careers in the sciences and engineering, Wellesley further provides cross-registration opportunities with MIT and Franklin W. Olin College of Engineering. "If I had two lives," says Leah, "engineering would be one of them."



MAJORS & COURSE EXAMPLES

Wellesley is recognized as one of the leading liberal arts colleges in the world. Liberal arts refers to an approach to education that is both deep and broad based—an education that focuses on the ARTS and the SCIENCES, the ACADEMIC and the PRACTICAL, where one can delve deeply into a passionate interest and explore new fields. Read on to discover what the liberal arts can mean for you at Wellesley.

"I certainly believe in the

CORE VALUES

of the liberal arts, which to me, are to be able to develop this important set of abilities that all educated people should have: writing effectively, thinking critically and practically, and communicating with people across boundaries or differences. But I also think it's an opportunity for students to develop a sense of moral self."

Lee Cuba, Professor of Sociology

ASTR 100

AN INTRO TO STARS, GALAXIES, AND COSMOLOGY, which requires evening labs at Whitin Observatory, investigates the life stories of stars, explores the makeup and structure of galaxies, and presents modern



cosmological models for the origin and ultimate fate of the universe. It emphasizes the interaction of observations and the mathematical models developed from these data.

54+
MAJORS

DEPARTMENTAL MAJORS

Africana Studies
Anthropology
Astronomy
Biological Sciences
Chemistry
Chinese
Computer Science
Economics
English
French
Geosciences
German
Greek
History
History of Art
Italian Studies
Japanese
Latin
Mathematics
Music
Philosophy
Physics
Political Science
Psychology
Religion
Russian
Sociology
Spanish
Studio Art
Women's Studies



INTERDEPARTMENTAL MAJORS

American Studies
Architecture
Astrophysics
Biological Chemistry
Cinema and Media Studies
Classical and Near Eastern Archaeology
Classical Civilization
Cognitive and Linguistic Sciences
Comparative Literature
East Asian Language and Literatures
Environmental Studies
French Cultural Studies
German Studies
International Relations
Jewish Studies
Latin American Studies
Media Arts and Sciences
Medieval/Renaissance Studies
Middle Eastern Studies
Neuroscience
Peace and Justice Studies
Russian Area Studies
South Asian Studies
Theatre Studies

QR

The QUANTITATIVE REASONING course requirement ensures that students are proficient in the use of mathematical, logical, and statistical problem-solving tools needed in today's increasingly quantitative world.



HIST 253

FIRST PEOPLES: AN INTRODUCTION TO NATIVE AMERICAN HISTORY surveys the social, cultural, and political history of North America's native peoples from approximately 1200 through the present.



FRENCH
224

VERSAILLES AND THE AGE OF LOUIS XIV is used as a focal point for the study of the aesthetic and literary trends prevalent in 17th-century France, as well as the social and historical trends that accompanied them. Students examine the state of the arts in France under the Sun King from a wide variety of genres, including films, plays, and memoirs.

BOOK ARTS STUDIO

In ARTS 107, students learn the ancient techniques of marbleizing as well as utilize state-of-the-art technology in the Knapp Media and Technology Center.





Among the numerous offerings of the Middle Eastern Studies and the East Asian Language and Literatures Departments are: Intermediate Arabic, Contemporary East Asian Cinemas, Chinese Literary Imagination, Readings in Contemporary Japanese Social Science, and Resistance and Dissent in North Africa and the Middle East.

PHILOSOPHICAL CONVERSATIONS

NICOLAS DE WARREN
ASSOCIATE PROFESSOR OF
PHILOSOPHY

You never know where you'll run into a professor at Wellesley. It might be at the student-run pub, Punch's Alley, discussing philosophy with a



group of seminar students. Or it might be at a faculty-student soccer game. Or you might hear him reading poetry by the fireside at a literary society function.

If he's Associate Professor of Philosophy Nicolas de Warren, you just might find him doing all of

those things. "To get a fuller sense of students as people, you need to involve yourself in these other kinds of activities, so that they're not just students," de Warren explains. "For me, it makes being a professor less of a 'real job' and more of an intellectual and personal engagement with students."

And while he enjoys a variety of interactions with Wellesley students, he's pretty good at the "real job" too. He's written a book on the relationship between consciousness and time that's coming out this year. "Different ways of how we understand time reflect different ways in which we understand ourselves," de Warren says. Out of that book has come an interest in the imagination, "and how we're capable of imagining ourselves as other than how we actually are."

CLASSICAL STUDIES—Greek, Latin, Classical Civilization.



arts

216 SPATIAL INVESTIGATIONS
investigates various forms of drawing in two and three dimensions, including architectural drafting, fixed viewpoint perspective, mapping, modeling, some digital work, and temporary site-built installations. Following a series of studio projects and discussions considering issues of space and place, each student produces a self-directed final project.



Courtney Richter '09, a studio art and art history major—and co-captain of the basketball team—creates prints, drawings, and installation pieces related to memories of her childhood. She is interested in the idealization of memory.

BIOLOGICAL SCIENCES

316

MOLECULAR BIOLOGY focuses on the use of molecular methods to dissect and manipulate complex biological systems. Students analyze the application of molecular biology to genetic diseases, genetically modified organisms, cancer, stem cells, human cloning, aging, and environmental protection. They also analyze primary literature and pursue an original research project using current molecular techniques—molecular cloning, PCR, DNA sequencing, mutagenesis, protein expression, and bioinformatics.



ENGLISH
345
ADVANCED STUDIES IN 19TH CENTURY LITERATURE: THE BRONTË FAMILY—A study both of the imaginary world Charlotte, Emily, and Anne Brontë created along with their brother, Branwell, in their childhood stories and poems, and of the novels they wrote in close contact as adults.

ARTH 268

ART, ARCHITECTURE, AND PILGRIMAGE IN THE MEDIEVAL WORLD

Examine the architecture and art of pilgrimage sites and consider social, political, theological, and economic contexts. The primary area of inquiry will be the Medieval Christian pilgrimage experience, both Byzantine and Western European, as well as Muslim pilgrimage.



ECONOMICS

#1

For three decades, Wellesley has ranked first in the number of women graduates who go on to earn a Ph.D. in the male-dominated field of economics. Development Economics, Urban Economics, Poverty and Inequality in Latin America, Trade and Immigration, Federal Tax Policy, Games of Strategy, Econometrics, Economics of Immigration, and Health Economics are just a sampling of the depth and breadth of the Economics Department.

PROVIDING THE FRAMEWORK

It's hard to get 18- to 22-year-olds interested in retirement issues, but that doesn't stop Associate Professor of Economics Courtney Coile.

Her research centers on the economics of aging and health—topics that don't typically spring to the forefront for a college student. While her research doesn't play a large role in most of her classes, Coile finds a way to work it in. "I will oftentimes design a class assignment based on an article

I've read, where I think that the concepts that we've been learning in class would apply," she says.

"The great thing about economics is that it's such a useful framework for thinking about the world," Coile adds. And she tries to teach her students not only the principles of economics, but also the building blocks for analyzing what's going on around them. "When students are able to think about these issues through an economic lens, they become better prepared to make up their own minds about what kind of policies make sense."



WORLD-CLASS RESOURCES

EXCELLENCE THROUGH INNOVATION. Wellesley has a rich heritage, strong traditions, and an extraordinary campus. The College also has invested heavily to ensure that its resources and facilities are second to none. The world is always changing. Wellesley has the resources and commitment to stay ahead of the curve.

NEWHOUSE CENTER FOR THE HUMANITIES. The Susan and Donald Newhouse Center for the Humanities, a research-centered and faculty-governed enterprise located in Green Hall, aims to enrich the intellectual life of the Wellesley community. It was designed to create a space of humane scholarship and artistic scholarly reflection for faculty and visiting scholars, to foster the practice of the humanities at Wellesley, and to make contact with the wider world of humane scholarship and artistic accomplishment. The



Newhouse Center was established in 2004 by a generous gift from former Wellesley trustee Susan Marley Newhouse '55 and her husband Donald.

www.wellesley.edu/NCH

THE RUHLMAN CONFERENCE. The annual Ruhlman Conference, made possible by the Barbara Peterson Ruhlman '54 Fund for Interdisciplinary Study, fosters collaboration among students and faculty across the disciplines and enhances intellectual life at Wellesley. Through talks, exhibitions, performances, and panel discussions, students present their work to the Wellesley College community. This springtime conference demonstrates that research can be part of the ongoing conversation in a community of scholars.

www.wellesley.edu/DeanCollege/Ruhlman/aboutus.html

We are witnessing a generational change in the American political scene. This is the right time—and Wellesley is the right place—to help train a whole new group of young women leaders. *Madeleine Korbel Albright '59*

MADELEINE KORBEL ALBRIGHT INSTITUTE FOR GLOBAL AFFAIRS

Wellesley College proudly unveiled the Madeleine Korbel Albright Institute for Global Affairs in June 2009. The Albright Institute will educate women to fulfill leadership positions, strengthen the role of women in international relations, and inform policy discussions and academic thought in global affairs.

Albright '59 is one of the most prominent diplomats in U.S. history, having served as Secretary of State, representative to the United Nations, and having worked in the National Security Council. Her leadership is both the inspiration and the foundation for the new Institute. She says, "The Wellesley women of the future have to understand how today's global challenges are connected. The Institute will adopt an interdisciplinary approach to give these women leaders the tools they need to deal with the most pressing issues."

The Institute will integrate the academic resources of Wellesley and the research capabilities of the Wellesley Centers for Women with the insights of global thought leaders. Approximately 40 Wellesley students—Albright Fellows—will participate in an intensive three-week Wintersession course that will provide insight into global policy issues. In 2010, Dr. Albright herself will be the visiting professor. Students will then participate in College-funded summer internships to apply what they learned during the course to the world beyond.

This pioneering Institute—the first of its kind—will provide unprecedented resources and opportunity: the invaluable experience gained by the students who will participate in its programs, the high-level forum it will furnish the faculty, and the transformative impact its presence will have on the entire campus.

www.wellesley.edu/albright



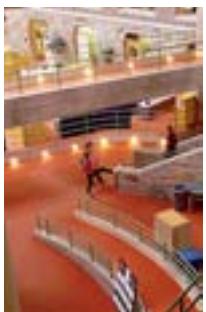
PORTRAIT BY TIMOTHY GREENFIELD-SANDERS

THE TANNER CONFERENCE. The annual Tanner Conference, established through the generosity of Wellesley trustee Estelle "Nicki" Newman Tanner '57, celebrates the relationship between the liberal arts classroom and student participation in an increasingly diverse and interdependent world. At this fall conference, students share the learning that occurs through internships, community service, student teaching, international Wintersession programs, experiential learning in courses, independent study, and research conducted away from Wellesley.

www.wellesley.edu/CWS/Tanner

THE WELLESLEY CENTERS FOR WOMEN. The Wellesley Centers for Women, home to an interdisciplinary community of scholars engaged in research and training, encompass more than 50 research, education, and action projects. This research has produced groundbreaking work of national importance on such pressing policy questions as gender equity, childcare, and adolescent and child development. It has influenced public policy for more than two decades. Researchers at the Stone Center for Developmental Services and Studies examine causes, treatments, and prevention of emotional problems focusing on women, children, and families across culturally and socioeconomically diverse populations.

www.wellesley.edu/WCW



ENHANCING KNOWLEDGE



Margaret Clapp Library, including the Knapp Media and Technology Center and the Pforzheimer Learning and Teaching Center; Art, Music, Astronomy, and Science libraries

Davis Museum and Cultural Center, one of the oldest and most acclaimed academic fine arts museums in the United States; characterized by collections that span global history from ancient times to yesterday

Diana Chapman Walsh Alumnae Hall concert auditorium—seats 1,300 people; Ruth Nagel Jones Theatre—blackbox theatre; Shakespeare House—meeting place and theatre for the Shakespeare Society; Hay Amphitheatre (outdoor

Houghton Chapel and Multifaith Center (*see page 48*)

Jewett Arts Center with galleries and studio area devoted to the exhibition of student work and shows generated by Art Department students. The music wing contains the Music Library, 22 practice studios, classrooms, and listening rooms.

Lulu Chow Wang Campus Center (*see page 40*)

Science Center Complex including Wellesley College Botanic Gardens, Alexandra Botanic Garden, H.H. Hunnewell Arboretum, Margaret C. Ferguson Greenhouses and Visitor Center; and the Whitin Observatory

The Center for Work and Service (CWS) empowers Wellesley women to translate the liberal arts into action in the world. It serves as a lifelong connection to Wellesley's array of career resources, enabling students and alumnae to make life and career decisions from an informed, empowered perspective. CWS programs and services also provide support and guidance for fellowships and graduate and professional schools.

www.wellesley.edu/CWS

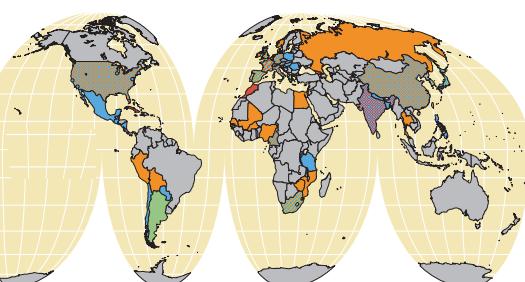


OFF-CAMPUS STUDY PROGRAMS

CITIZEN OF THE WORLD. Take a quick look at the cover of this viewbook: “women who will make a difference *in the world*.” To make a difference in the world, you must understand it. There is no better way to learn about it than to go out and study in it. Wellesley offers study-abroad programs and internships throughout the world.

STUDY ABROAD. Every year, several hundred Wellesley College students attend international study programs in over 40 countries. Wellesley administers its own language and international culture programs in Aix-en-Provence, France, and Vienna, Austria. Through various college consortia, Wellesley offers study-abroad programs in Italy, Japan, Mexico, and Spain, and participates in exchange programs with students from Argentina, Japan, Korea, and the United Kingdom. We also have summer programs in South Africa and China. In addition, study in many other countries is available

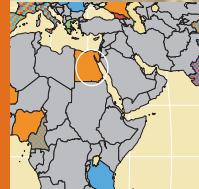
through exchange programs with other institutions. Roughly 50 percent of the junior class spends time overseas each year. Study abroad can encompass one or two semesters, Wintersession, or a summer program, making opportunities available for sophomores and seniors as well.



OPPORTUNITIES FOR STUDY ABROAD

Wellesley's director of international studies advises students through the study-abroad application process, helping them to choose from over 150 College-approved programs in countries ranging from Argentina to Vietnam.

Argentina	Germany	Netherlands
Australia	Ghana	New Zealand
Austria	Greece	Nicaragua
Belgium	Hungary	Northern Ireland
Belize	India	Oman
Botswana	Indonesia	Panama
Brazil	Ireland	Poland
Cameroon	Israel	Russia
Canada	Italy	Scotland
Chile	Jamaica	Senegal
China	Japan	South Africa
Costa Rica	Jordan	Spain
Croatia	Kenya	Switzerland
Czech Republic	Korea	Taiwan
Denmark	Lebanon	Tanzania
Dominican Republic	Madagascar	Thailand
Ecuador	Mali	Turkey
Egypt	Mexico	Turks & Caicos
England	Mongolia	Uganda
France	Morocco	Vietnam



A political science and South Asian studies major, Olinda Hassan '10 (*left*) visits the Pyramids with friends while studying at the American University in Cairo. Olinda is learning Arabic, which she considers to be "a beautiful and useful language."

Some recent examples of Wintersession courses include: History, Language, Culture, and Politics of the Republic of Georgia; January-in-Vienna; Intermediate German in Vienna; Intermediate Italian in Rome; History and Culture of Morocco; Grassroots Development, Conflict Resolution, and the Gandhian Legacy in India; Heritage and Culture in Jamaica; Tropical Ecology in Belize and Costa Rica; *Le Paris de Balzac et Zola*; Volcanoes: Agents of Global and Regional Change (New Zealand); and Russian in Moscow.

DOMESTIC OFF-CAMPUS STUDY PROGRAMS. You also may elect to spend a semester or your entire junior year participating in the Twelve College Exchange Program—Amherst, Bowdoin, Connecticut College, Dartmouth, Mount Holyoke, Smith, Trinity, Vassar, Wesleyan, and Wheaton. Or, you may participate in an exchange program with Williams College's Maritime Studies Program at Mystic Seaport, Connecticut; Connecticut College's National Theater Institute; Spelman College in Atlanta, Georgia; or Mills College in Oakland, California. Undergraduates at these colleges can attend classes on the other campuses and transfer credits back to their own schools.

CROSS-REGISTRATION. Closer to home, students may cross-register for courses—after their first semester—at Massachusetts Institute of Technology (MIT). The College's bus system transports students between Wellesley and MIT's Cambridge campus. Cooperative programs are also available with nearby Babson College and Brandeis University, including a five-year program that results in a B.A. from Wellesley and an M.A. in economics from the International School of Economics and Finance at Brandeis. Students also may earn a Certificate of Engineering in conjunction with the nearby Franklin W. Olin College of Engineering.

WELLESLEY STUDY-ABROAD PROGRAMS

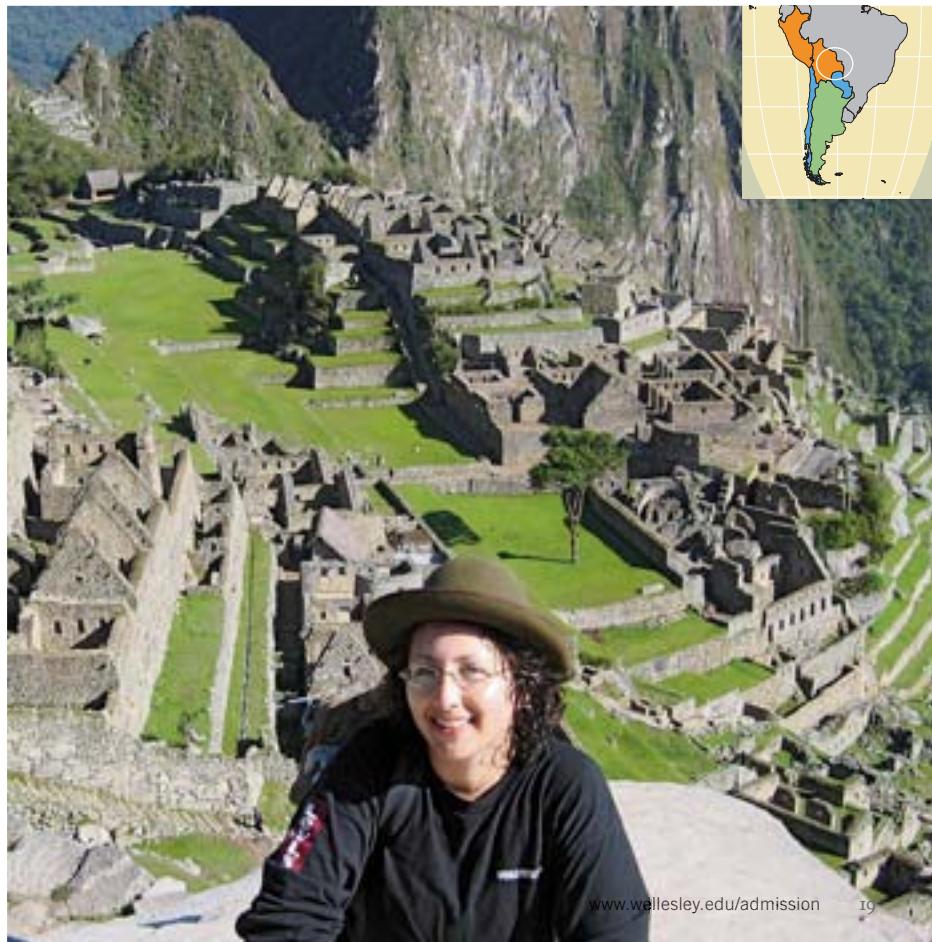
Wellesley sponsors or has a special affiliation with the following programs:

Associated Kyoto Program, Japan
ECCO (Eastern College Consortium), Bologna, Italy
Ewha Womans University, Seoul, Korea
Intercollegiate Center for Classical Studies in Rome, Italy
Japan Women's University, Tokyo
Lancaster University, United Kingdom
PRESHCO (Programa de Estudios Hispanicos en Córdoba), Spain
Program for Mexican Culture and Society in Puebla
(Benemérita Universidad Autónoma de Puebla), Mexico
St. Peter's College and Mansfield College at Oxford
University, United Kingdom
University of Manchester, United Kingdom
Wellesley-in-Aix, France
Wellesley-in-Vienna, Austria

Shaman's Rock on Olkhon Island, Lake Baikal, Siberia



A Wellesley study-abroad experience may include studying discrete mathematics in Budapest; traveling through China, India, South Africa, and the United States to make a comparative study of community healthcare; or exploring unique ecosystems in Costa Rica.



INVENTING FOR TIBET

CATLIN POWERS '09 (*right*)

MAJOR: ENVIRONMENTAL STUDIES & CHEMISTRY
HOMETOWN: LOS GATOS, CALIFORNIA

Following an internship in China, Catlin Powers traveled to Tibet, where she recognized a strong need for better cooking mechanisms among villagers. Most used wood or unsanitary dung for cooking fuel and lacked proper ventilation. While many concrete solar cookers were used, they cooked food unevenly and were too heavy for one person to move.

Working with a friend from MIT, Catlin founded the SolSource Tibet project, helping villagers change their cooking methods, improve air quality, and reduce carbon emissions. She has designed a solar cooker with Mylar strips to capture sunlight and yak hair canvas, a traditional Tibetan material. The cooker folds up for portability, and Catlin says it "is built using local knowledge and materials, which enables users to build, repair, and alter it according to their needs."

Catlin will deliver her new model to several villages in Tibet for testing, and she is applying for grants to improve the cooker's design and distribution. The solar cooker is just the start for students involved in the project, who want to continue to work toward sustainable rural energy options for high-altitude regions. They have partnered with Wellesley College Geosciences Professor Dan Brabander and Lehigh University Professor of Civil and Environmental Engineering Kristen Jellison to analyze village water samples, aiming to find solutions for villagers whose water is contaminated by bacteria and heavy metals. "We don't want to end our involvement in the region with the conclusion of this project," says Catlin.

Existing solar cookers were too heavy to take to the fields during summer and thus only one meal could be prepared using sun energy. Tibetan villagers stated that increased portability and the addition of a heating functionality were the keys to improving fuel-related problems faced by villagers and nomads alike.

Catlin Powers '09



TO RUSSIA WITH LOVE

EMMA PRATT '09 (*bottom row, right*)

MAJORS: RUSSIAN AREA STUDIES AND
POLITICAL SCIENCE
HOMETOWN: WOOSTER, OHIO

When Emma Pratt signed up for Russian 101 on a whim, she had no idea the course would ignite a passion for all things Russian. Emma's three Wellesley study-abroad opportunities provided further depth and unparalleled experiences in her academic pursuits of Russian area studies and political science.

The summer after her first year, Emma lived in a cabin at the biological research station on the remote shores of Lake Baikal in eastern Siberia and studied aquatic ecology, environmental issues, and the role of Lake Baikal in Russian culture.

Junior year, at the prestigious London School of Economics, she analyzed the politics of the Cold War and delved deeply into European history. "This venue was far more cosmopolitan," she says. "On my way to class, I would pass the Royal Shakespeare Company and the stage door to the musical *Hairspray*."

As a senior, Emma immersed herself in intensive Russian language study during Wintersession in Moscow. "Our professor, Alla L'vovna Epstein, a native Muscovite, really knew her way around the city. She encouraged us to be independent and to stretch our Russian language skills. This trip made

me far more comfortable speaking Russian.

"Since Wellesley's financial aid is portable to study-abroad programs, it enabled me to pursue each of these amazing opportunities," notes Emma. Next year, aided by a Wellesley fellowship, she will continue her education in Slavic and European Studies in graduate school, bringing her one step closer to her dream job—to become the Eastern European specialist for the Senate Foreign Relations Committee.



INTERNSHIPS AND SERVICE LEARNING

A DRIVE TO ENGAGE. A Wellesley education is not limited to the classroom. With a robust and dynamic program of internships and service projects, Wellesley helps you put what you've learned into practice. Go out and do something! You'll find exciting, unique, and enriching experiences around the globe. Wellesley helps prepare you to make a difference.

More than 85 percent of Wellesley students use internships and experience in the world to further their career objectives and to gain knowledge and exposure that is only possible to obtain outside the classroom. These experiences enrich and enliven the intellectual growth of students and, at the same time, allow them to be of service in the world.

Each year, Wellesley grants over 300 stipends of up to \$3,500 each for summer internships, and sometimes a housing allowance as well. An extensive selection of paid and unpaid internships are available to you through the Center for Work and Service (CWS) online internship database. These internships help you apply and polish your work-related and public service skills and give you real-time feedback on the relevance of your education. The CWS's Recruiting Program incorporates full-time jobs and internships. Seniors interview for job opportunities, and juniors, sophomores, and first-year students can interview for corporate internships.

Last summer, over 300 students participated in more than 50 internship programs in 36 countries and throughout the United States. You are as likely to find Wellesley students working summer jobs in the World Health Organization in Paris as at a congressional office in Washington, D.C. Internships put you in a strong position either to enter the job market after you leave Wellesley or to attend graduate school—benchmarks of the outstanding education that Wellesley has been providing to women for over 130 years.



The whole idea of internships is absolutely central to the mission and educational philosophy of the College—educating women who will be engaged citizens who will make a difference.

Andrew Shennan, Dean of the College

GOLD MEDAL HERITAGE

ZHANTAO YANG '10

MAJOR: BIOLOGICAL SCIENCES

HOMETOWN: LAS VEGAS, NEVADA

ZhanTao Yang first visited Beijing in 2001 and promised herself that she would return for the 2008 Olympic Games. True to her word, ZhanTao, known to her friends as "ZT," returned as an intern with ABC News in Beijing during the Olympics. This internship was made possible by Wellesley's Center for Work and Service.

She covered topics ranging from the Sichuan earthquake and a terrorist attack in Xinjiang. "But," she says, "I spent more time obtaining interviews and translating interviews of Chinese athletes, as well as offering

and transcribing interviews of American Olympic athletes—including swimmer Dara Torres. At the end of the summer, I was thrilled and honored to do a solo interview with the decathlon gold medalist, Bryan Clay, by myself."

ZhanTao's first published article, "Duan Family's Self-Sustaining Lifestyle," profiles one family's back-breaking farm work in the Hebei Province of China. "It is incredible that for all of China's wealth and expanding economy, there are still so many people who live in poverty in the city of Beijing," ZhanTao says. She was amazed at the generosity of the poor family she profiled. "This internship has helped me to be proud that I am Chinese, that I come from a country of kind, generous people," she adds.

It's fantastic to see how students are moved and touched by something so intense as their internship experience. *Lidwien Kapteijns, Professor of History*



SUSTAINING INNOVATION

JENNIE HATCH '10

MAJOR: PEACE AND JUSTICE STUDIES

HOMETOWN: WHITEFIELD, MAINE



Jennie Hatch took a year off between high school and college—and it changed her life.

After a year volunteering in Ecuador, half of it working in the rainforest, Jennie came back to the United States with a real interest in climate change and environmental sustainability.

She started working with the Sierra Student Coalition and applied to become an “agent for change” for SustainUS, an organization for empowering youth to create a more sustainable world. In May 2008, she represented the organization at a New York conference on the United Nations Commission on Sustainable Development, which monitors governments’ progress in imple-

menting sustainable development agreements.

That experience led to more work with SustainUS. In the fall of 2008, she organized a delegation to a convention on climate change in Poland. And in March 2009, she went to Bonn, Germany, for the interim climate negotiations conducted by the United Nations Framework Convention on Climate Change. “When you’re there, you understand so much more,” Jennie says. “You realize you’re dealing with people, not just countries.”

In Bonn, the people representing the countries began the work of drafting provisions for an international climate treaty, which they hope to finalize in

December at the meeting in Copenhagen. Jennie intends to be there. “It’s just a very cool opportunity to understand how these things work and to dig into the policy in a way that you don’t really get to in classes,” she explains.

While she is particularly interested in international sustainability, Jennie is doing what she can on the home front. She and another student formed the first sustainability cooperative at Wellesley. They live with nine other students, buy local and organic food, cook their own meals, and work to conserve water and electricity. “This is definitely something that I’ll be doing for a long time,” she says.

FISHING FOR PROGRESS

ANNIE SMITH '11

MAJOR: BIOLOGICAL SCIENCES

HOMETOWN: BALBOE ANCON, PANAMA

When Annie Smith spent 10 days working on a community-learning farm, she had no idea of the reward she was cultivating. Not only did her efforts help a community in need, but they also have developed into an extraordinary experience and relationship with her homeland.

In high school, Annie went on a 10-day excursion with a Panamanian nongovernmental organization (NGO) to help work on community-learning farms in rural Panama. “It was tremendously difficult,” she says. “It involved a lot of manual labor, a lot of rice and beans, and definitely a different lifestyle than I was used to.”

And that challenge only encouraged Annie to share her experience with others. Each year since, she has organized a group of students to work on the farms, this year bringing a group from Wellesley. “I was a little bit nervous bringing the Wellesley students, some of whom had never traveled outside the United States,” Annie says. “But the trip went phenomenally. Everyone really embraced each part of the trip.”

However, while planning the Wellesley trip, Annie became aware of recent flooding in some of Panama’s rural provinces, home to the Ngöbe-Buglé. Consequently, the floods destroyed many farms established by the NGO and hurt the already



pressed community. “The Ngöbe-Buglé have really struggled with malnourishment for a very long time,” she says. “They’ve been pushed off onto these marginal lands, where soil fertility is at an all-time low and access to markets and tools is nearly impossible.” Annie discovered that providing fishponds for the group could possibly provide the aid needed to get through this period—and well into the future. She took action, created a proposal, and applied for funding through the Kathryn W. Davis 100 Projects for Peace.

Her project, “Give a Man a Fish, Teach a Man to Fish . . . Or Provide Aquaculture?” was selected and will be implemented this summer. Annie will help construct fishponds in four community-learning

farms in northern Panama. She will be responsible for obtaining materials, organizing and directing work, and leading instructional workshops to train community members in aquaculture. “This project will significantly reduce malnourishment and poverty at a local level. It will also provide the Ngöbe-Buglé with peace of mind by assuring them that, in times of need, help is always on the way,” Annie says.

The Davis Projects for Peace initiative is supported by Wellesley alumna Kathryn Wasserman Davis. The winning Projects for Peace are chosen from students at nearly 100 colleges and universities. This initiative encourages and supports today’s motivated youth and enables them to create and try out their own ideas for building peace.

More on internships and stipend programs:

www.wellesley.edu/CWS/students/internshipsbyname.html

OUTCOMES: AFTER WELLESLEY

IMPRESSIVE OUTCOMES. Your Wellesley liberal arts degree provides sought-after and meaningful job skills. It teaches you to analyze critically, think independently, innovate, manage, execute, develop, enrich, and embrace change. These are vital job skills for any field or graduate program.

Employers and graduate schools have stated in numerous surveys that they value the skills a liberal arts education provides. Moreover, graduate schools report that a disproportionate number of their Ph.D.s come from liberal arts colleges. This is also true of law schools, medical schools, and business schools. Simply put, a liberal arts degree offers precisely the kind of preparation that you need to pursue any career.

ACCEPTANCE TO GRADUATE PROGRAMS. Wellesley has an excellent placement rate for graduate study. Most recently, 23 percent of graduates expected to attend graduate school immediately; approximately 80 percent attend within 10 years. Over the past five years, over 60 percent of Wellesley's biological chemistry majors entered graduate or professional school directly following graduation. See below for the percentage of Wellesley students admitted to law and medical schools.

NATIONAL FELLOWSHIPS. Wellesley graduates continue to excel in securing an impressive number of prestigious national fellowships for postgraduate study and research. See list below.

EMPLOYMENT PLACEMENT. A Wellesley degree is highly respected and recognized worldwide. The Center for Work and Service (CWS) offers many resources throughout the job search process, such as the extensive research Library, workshops for students, on-campus recruitment, and staff advising. As a senior, you will be able to make your résumé available to recruiters in both the public and private sectors at any of the major recruitment events held on campus. Over 200 recruiters visit each year, to meet with students. The CWS serves as a free lifelong resource for alumnae.



After a fantastic American politics class last semester, I began to consider a career in law and changed my English major to political science. I won't be leaving my passion for writing behind, because I know that I can use these skills in the field of law as well. *Elizabeth Shirey '10 (above)*

GRADUATE SCHOOL STATISTICS

Wellesley graduates attending graduate or professional school within 10 years: 80%

Acceptance rate to schools in the medical professions:

Approximately 70% in recent years

National average is 45%

Acceptance rate to law schools: 83% in recent years

National average is 66%

NATIONAL FELLOWSHIPS

Austrian Government Teaching Assistantship in English	Fulbright U.S. Student Program
Beckman Scholarship	Kathryn Wasserman Davis 100 Projects for Peace Award
Boren Fellowship	Mellon Mays Undergraduate Fellowship
Carnegie Junior Fellows Program	National Science Foundation Graduate Research Fellowship
Chinese Government Scholarships	Harry S. Truman Scholarship
Congressional Medal of Honor Foundation	Morris K. Udall Scholarship
French Government Teaching Assistantship in English	Thomas J. Watson Fellowship



WHY SUCH IMPRESSIVE OUTCOMES?

This chart highlights some of the many factors that contribute to such positive outcomes for Wellesley graduates.



Wellesley graduates attending graduate or professional school within 10 years.



Lachelle Weeks '06 (back) is pursuing an M.D. and Ph.D. in cancer biology at Case Western Reserve University School of Medicine in Cleveland, Ohio.



Acceptance rate to schools in the medical professions in recent years, compared to the national average of 45%.



Acceptance rate to law schools in recent years, compared to the national average of 66%.



Wellesley 2008 graduates applying to graduate school who are attending their first-choice institution.

9

Number of graduating seniors and young alumnae winning Fulbright Grants in 2008–09.

WELLESLEY'S RESOURCES

STRONG FINANCIAL FOUNDATION

Wellesley has been well funded and financially strong for more than

100

years. By any measure, Wellesley is a fiscally secure school that you can count on for the years you attend and beyond. Wellesley remains committed to its core values: strong academic programs and generous financial aid. In addition, facilities are well maintained, technology is up to date, and expansion and enhancement projects continue unabated.



TOP
TEN

Fundraising among Wellesley alumnae remains strong, and is statistically among the top 10 of all colleges.



NEED-BLIND ADMISSION

Wellesley's financial strength allows us to maintain a truly "need-blind" admission policy, which enables us to admit the best and brightest students, regardless of their ability to pay.

ACADEMIC STRENGTH



Wellesley has established a reputation for intellectual achievement and distinction. Graduate schools and employers are well aware of Wellesley's rigorous academic preparation. Wellesley also is known for its outstanding faculty.



#4

Wellesley is ranked fourth nationally among all liberal arts colleges. *U.S. News & World Report*



LEADERSHIP OPPORTUNITIES



100%
of student leadership positions at Wellesley are held by women.

Thinking about a coed college? If so, consider the ratio of male-to-female leadership positions. If the enrollment is 50% women, is the percent of leadership roles also 50%? Or is it closer to 10%? What percent of women are awarded funds for research, earn key jobs, or attend professional meetings?

GLOBAL PERSPECTIVES

Wellesley is one of the most diverse liberal arts colleges in the nation.

40%

represent different racial and ethnic groups; 10% are international students.



A diverse faculty, guest lecturers from around the world, a multicultural course requirement, numerous cultural organizations, as well as experiential learning opportunities—study abroad, internships, research, and community service—further expose students to global perspectives.



Students studying Russian in Moscow during a Wellesley Winter session program.

ACCESS TO BOSTON
AND CAMBRIDGE

12
MILES TO BOSTON

INTERNSHIP AND
COMMUNITY SERVICE

Each summer

300

students participate in more than 50 internship programs in 36 countries.



The cosmopolitan offerings of Boston and Cambridge complement Wellesley's intellectual, cultural, and social life. There are numerous internships, jobs, and community-service opportunities for students.

250,000 STUDENTS

Boston is a lively city. Students balance academic focus and diligence with relaxation, fun, and frivolity.

Wellesley students raised funds for Gaza relief. Students have been involved in many community-service efforts.



GENEROUS
FINANCIAL AID

Ranked among the top

10

undergraduate institutions in the country for students graduating with the least amount of debt.

Wellesley has eliminated or reduced loans for qualified students so that graduates are afforded the option of more choices, such as attending graduate school immediately, working in the nonprofit sector, or starting a young career.

79%

of seniors participated in an internship while at Wellesley. Of this number, 20% had an internship abroad;

53%

of the Class of 2008 received Wellesley College funding for at least one internship.
(Data based on online survey to seniors prior to graduation.)

96%

SCHOLARSHIP AID

The average yearly financial aid award (2008-09) was \$33,843. Of this amount, 96% was scholarship aid—a gift or grant from Wellesley that does not have to be repaid.

\$46 million

WELLESLEY'S
FINANCIAL AID BUDGET

ADVISING, SUPPORT,
RECOMMENDATIONS

THE CENTER FOR
WORK AND SERVICE

counselors advise students at all stages of the career development process. They are available for 10-minute drop-in meetings and for counseling by appointment.



The Medical Professions Advisory Committee, the Prelaw Advisor, the Fellowship and Preprofessional Programs' advisors, and faculty department advisors offer information, guidance, and support as early as your first year.



Wellesley professors are known for writing compelling letters of recommendation. Why? Because they know you well. They also have strong connections to graduate schools and employers, clearly giving Wellesley graduates a huge leg up on the competition. This advantage lasts a lifetime.

THE WELLESLEY
NETWORK



20,000

energetic,
loyal,
impassioned
alumnae
ready to help

Updated daily, the ALUMNAE CAREER ADVISORY NETWORK, a valuable online tool, enables you to explore internships, career options, and opportunities. Over 20,000 alumnae worldwide share career information and advice.

CAREERS

The Center for Work and Service's career resources include: the extensive Resource Library, workshops throughout the job search process, lists of public sector and nonprofit organizations and their contacts. Each year, over 200 recruiters visit campus to meet with students.

WHICH PATH WILL YOU TAKE?



The Center for Work and Service provides free resources to Wellesley women for life. Folly Patterson '85 (left), associate director, Alumnae Career Programs, is among the staff who will support you in making life and career decisions from an informed, empowered perspective.

WELLESLEY GRADUATES are contributors to and leaders in virtually every field of endeavor. Many go on to successful careers in medicine, business, politics, social service, law, diplomacy, research, education, and the arts.



WHY A WOMEN'S
COLLEGE?

27

THE
INTELLECTUALLY
ADVENTUROUS
WELLESLEY WOMAN

28

DEVELOPING
LEADERSHIP
SKILLS

30

CONNECTING
WITH ALUMNAE

33



At Wellesley, you will be inspired to think and act independently, to take risks, to develop confidence and self-awareness. It is an environment that creates lifelong friendships, that develops leadership, that is supportive and nurturing, that connects students and impassioned alumnae into a strong, cooperative community. Some may wonder whether going to a women's college will be limiting—in fact, it's limitless.

26

WHY A WOMEN'S COLLEGE?

LIMITLESS OPPORTUNITIES. Wellesley is committed to its mission of educating women. The friendships you develop at a women's college are deep and enduring. The ability to draw on the connections of well-placed and supportive alumnae will give you an edge in your chosen profession. And, the opportunities for self-enrichment—including an active social life and the chance to build your leadership skills—abound.

A SENSE OF COMMUNITY. Ask any student what she likes best about Wellesley, and you will likely hear enthusiastic descriptions about the opportunities for forming deep friendships. The reasons are many: shared personal, social, and academic experience; and deliberate attempts by the College to support strong communities in residence halls, organizations, student government, and athletics.

Friendship and community are unique to colleges like Wellesley, which place an emphasis on residential life. Residence halls, for example, provide an environment that fosters the sense of community for which Wellesley is known. Says one student, "I was amazed to learn that some of my friends at other schools hardly knew people in their residence halls. Here, everyone is friendly. When I went out with non-Wellesley friends one night, I came back quite late. Five women in my hall were sitting around talking in the kitchen. I joined in. It's so nice to come home to great conversation no matter what the hour."

ABUNDANT OPPORTUNITIES TO SOCIALIZE. At Wellesley, there are many opportunities to socialize, relax, and have fun. You might participate in any of the 160 student clubs and organizations on campus, community service opportunities, and a range of athletic and recreational activities. Or, you might want to chill out with friends at the "Lulu" (Lulu Chow Wang Campus Center) or take a leisurely walk or run around the lake. Because there are so many colleges in the Boston area, you also have many avenues for meeting students from other campuses. So, yes, it's possible to have a well-balanced social life at a women's college.

THE BOSTON FACTOR. The College provides numerous opportunities to meet other students both at on-campus events and at other local colleges. Mixers and parties are important dates on the social calendars of students from nearby campuses. If your interests are in theatre, music, sports, the arts, clubbing, cultural

events, community service, or religious organizations, all await you in Boston as well.

Students from MIT, Boston University, Tufts, Harvard, Boston College, and other colleges in the area publicize notices of social and educational functions at Wellesley. Similarly, Wellesley functions are advertised at the other colleges. In addition, Wellesley has cross-registration with MIT and exchanges with Brandeis University, Babson College, and Olin College of Engineering.

More about student life on page 39.



Unquestionably, I see more bonding at a women's college. Women develop a stronger feeling of sisterhood. They form a support system and a connection that is often missing at coed schools.

Kristine Niendorf, director of Residential Life

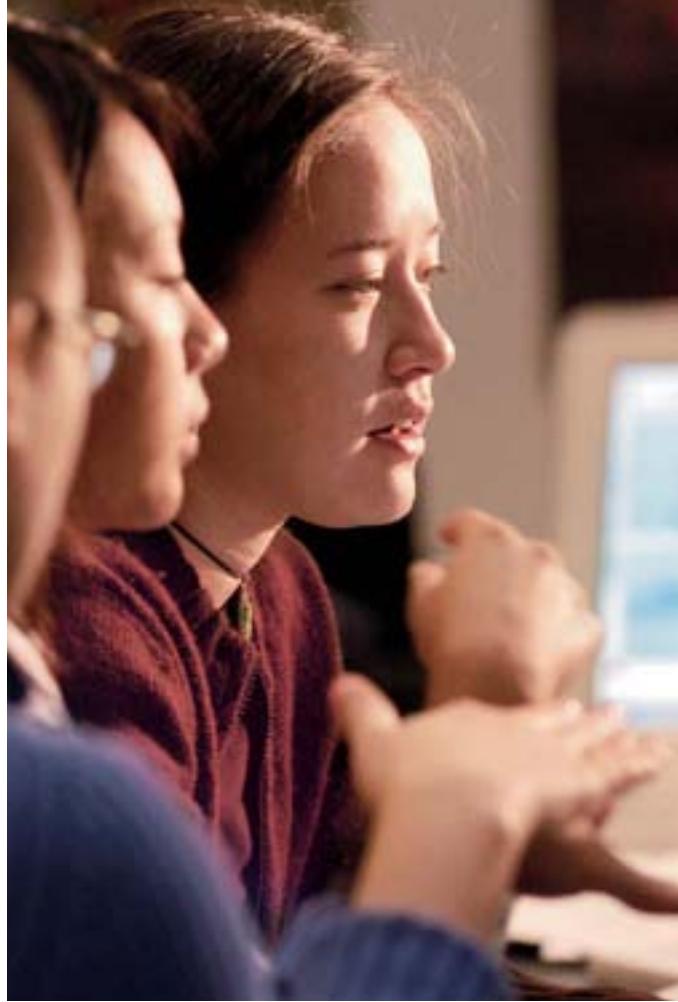
THE INTELLECTUALLY ADVENTUROUS WELLESLEY WOMAN

Wellesley encourages students to be self-directed and intellectually curious, and provides an environment where this can happen. In the classroom, professors challenge your thinking and encourage a free exchange of ideas. Living and learning in this environment helps you develop the skills, confidence, and poise needed to succeed in any number of professional fields.

PARTICIPATE. The presence of more than 160 campus organizations, as well as the social, cultural, volunteer, and professional activities that abound in nearby Boston, are evidence of the opportunities that await you at Wellesley. Participating in these organizations gives you many venues for meeting other students, both on and off campus. You are bound to find the wide range of organizations appealing—from intellectual, dramatic, humanitarian, social, artistic, environmental, and literary clubs to multicultural, political, athletic, spiritual, artistic, intellectual, spiritual, and dramatic groups.

[More about student life on page 39.](#)

[More about campus and beyond on page 61.](#)



A VIBRANT COMMUNITY



As strange as it sounds, I tend to forget that Wellesley is a women's college. It is really cool that the president of your club, the leader of your class, and the person sitting next to you will be a woman. Saying that, it's not like if you come here, you'll never see a boy again. Boston has so much to offer, from museums to restaurants to other colleges. I love the fact that I can go hang out

with my friends in the city and then return to our gorgeous suburban campus. [Regina Hogle '09](#)

When I came to Wellesley I expected to find friends, but I didn't expect to find a family. The Mock Trial team has been just that for me, a family on campus. We work together and laugh together; we tease and argue with each other like sisters. My team

is an amazing group of women who I can always count on to support me and cheer me on. No matter how tired I am, I'm ready to go to practice, because it's kind of like going home. [Jennifer Blankenship '10](#)

My fellow students are diverse, motivated, and compassionate. The experience of living and learning at Wellesley cannot be matched simply because Wellesley is not a place that can be duplicated. We are Wellesley; we make it what it is. [Monica Colunga '10](#)

Despite my initial hesitation, I really love the environment of a women's college. There wasn't much about Wellesley that gave me pause. Gorgeous campus? Check. Giant library? Check. Small classes? Check. Fantastic course selection for such a small school? Absolutely check. Proximity to a great city? Check. And wonderful, hilarious, intelligent, insane-when-it-counts (like when you need to go rolling down Severance

Green at two in the morning) women to hang out with? Check!

[Rebecca Schachter '11](#)

I wanted to take courses that would push me outside my comfort zone. I've taken Chinese history. Since I was at a women's college, I thought it would make sense to take a women's studies course. When I met with four or five other students to study for the midterm, we had fascinating discussions that lasted well into the night. This experience really stood out as a "Wellesley moment." I realized that's why we're here. It's not so much about the test or the grades at Wellesley. Rather, it's about learning and interaction. [Savanna Johnson '09](#)



NONTRADITIONAL STUDENTS

THE DAVIS DEGREE PROGRAM AND POSTBACCALAUREATE STUDY

In addition to reaching across cultures, diversity at Wellesley means reaching across the generations through the College's two programs in continuing education, the Elisabeth Kaiser Davis Degree Program and the Postbaccalaureate Study Program. Students in these programs are held to the same standards and attend the same classes as traditional students.

Davis Scholars—women aged 24 and older—come from many different walks of life and have extraordinary life stories to tell. They bring wonderful new perspectives to the classroom. Professors and students appreciate their experiences and the level of maturity they bring to their studies.

www.wellesley.edu/admission/admission/davis.html

The Postbaccalaureate Study Program is designed for men and women who already hold a bachelor's degree and wish to do further undergraduate work for a specific purpose, such as to prepare for application to medical school or other graduate programs.

www.wellesley.edu/admission/admission/Postbac.html

LIFE ON AND OFF CAMPUS



I love the dynamics within Wellesley's student population. The woman who debates avidly against you during class could very well be the same person who lets you borrow her notes when you are sick. I feel that students here are quite willing to voice their ideas. But at the same

time, they never let a difference of opinions hinder them from extending a helping hand. *Juliet Bu '09*

Everything about Wellesley enriches the life, heart, and soul of women who seek to make a difference on campus and in the world. I love the academics, the students and professors, and the engaged academic discourse in all of our campus activities. *Susan Hall, Davis Scholar*

Everyone here is always working hard, which makes Wellesley a challenging, productive, and also exciting environment for learning. It's fun to be so involved in school-work along with one's friends, studying together in the common room or quizzing each other at dinner. *Alexandra Boehmke '12*

I like the sense of empowerment that I think you can only find at a school like Wellesley. I truly feel there is no limit to the opportunities available to students. Also, my



At Wellesley, you will find a community in which students and professors help one another to grow and where the life of the mind is taken seriously. *Shahar Groode, Davis Scholar*

friends are amazing—they aren't kidding about the sisterhood thing! *Jeanine Navarrete '10*

I thought of the all-women's atmosphere as a unique opportunity that would stand out in my overall education. I had been in coed environments my entire life, and I could not think of another chance I would have to live in a similar all-women's

environment ever again. However, when I came home for winter break after my first semester at Wellesley, I could instantly tell it was not just the all-women's atmosphere that set my college experience apart from those of my high school friends. When comparing topics from professors to student organizations to friends, I knew I had chosen the right place for me. *Samantha Keefe '09*



DEVELOPING LEADERSHIP SKILLS

PATHWAYS TO SUCCESS. At Wellesley, student leaders are the rule: in residence halls, classrooms, student organizations, committees, volunteer groups, and more. The following profiles illustrate some of the venues—on campus and beyond—in which students have discovered their leadership skills.



LEADERSHIP OPPORTUNITIES. If having a voice in the administration and management of the College is important to you, the possibilities for getting involved are endless. Wellesley gives you extraordinary opportunities to participate in nearly every level of College decision making through student government. College Government not only gives students a voice in

Each student who walks through the gates will have a different experience. Wellesley gives you what you need to take on the world. There is something magical and tangible about this strong community that you will carry with you forever.

Linda Wertheimer '65, National Public Radio correspondent

Giving a compelling presentation is key to effective leadership. Hanna Kupnick '10, an art history and Jewish studies major, presents her work entitled, "Understanding God and Man through Creation," to the College community at the Ruhlman Conference.

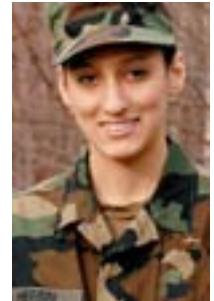


the administration of the College, but also fosters the cultivation of leadership skills. Sixty students sit on the Wellesley Senate, which is composed of representatives from each residence hall. Also, multicultural and special-interest groups have voting representatives in the Senate, effectively giving every student a voice in the governance of the College.

In addition, student representatives sit on major committees, such as the Board of Trustees, the Board of Admission, and the Committee on Curriculum and Instruction. Wellesley students also have countless opportunities to gain leadership experience at all levels and areas of college life, including residential life, student clubs and organizations, social and cultural organizations, community service, and athletics.

SERVING HER COUNTRY

ANDREA HERBIN '10
MAJOR: INTERNATIONAL RELATIONS
HOME: PONTE VERDE, FLORIDA



As a cadet, house president, hockey player, and sustainability advocate, Andrea Herbin demonstrates her leadership abilities in contrasting venues at Wellesley.

Andrea, as a cadet in the U.S. Army Reserve Officers' Training Corps (ROTC), which she attends at MIT, was recently awarded a scholarship from the Congressional Medal of Honor Foundation and the Armed Forces Communications and Electronics Association for her outstanding academic and leadership abilities. Only one student from each branch of the military is selected from the nation.

"I love the structure of the military," she says, "the time I get to spend outdoors and doing things like riding helicopters, doing land navigation, shooting, and tons of other amazing opportunities that I would never get the chance to do as a civilian. I knew I wanted to serve my country in this way." Andrea enjoys the combination of Wellesley and ROTC and says she wouldn't have it any other way. "Both are such an integral part of my identity," she says.

Andrea is also house president of her residence hall, a member of the Sustainability Advisory Committee, and founder of the ice hockey club. "Balancing everything is definitely not always easy, but it's always worth it," she says. "I've just had to learn how to prioritize and that as long as I'm trying my best, then I'm doing great."



LEAVING HER HEART IN TIJUANA

DAEUN IM '10

MAJOR: NEUROSCIENCE AND WOMEN'S STUDIES

HOME: TORRANCE, CALIFORNIA

DaEun (Dana) Im (above, second from left), the president of the Wellesley College Hippocratic Society, contacted Healing Hearts Across Borders (HHAB) last year to see how she and her fellow Society members could help. HHAB unites American medical staff and volunteers to provide free medical care to the needy in Mexico. The organization responded by inviting Dana to join them for their November service trip to Tijuana.

With classmates Sana Aslam '10, Rosalind Lai '11, Lauren Eby '10, and Tania Dhawan '11, Dana found sponsorship for their trip from Wellesley's Center for Work and Service. The team further collaborated with the Wellesley Pre-Dental Society and Neuroscience and Spanish Departments to secure 400 toothbrushes, tubes of toothpaste, and coloring books for children at the clinic. On this trip, volunteers helped more than 1,000 patients in need. Dana says, "It was just so shocking to see how thankful the locals were for our work."

Back at Wellesley, Dana's research on how ovarian hormones act in the brain to regulate hormone-dependent behavior was supported by a National Science Foundation Award and a Howard Hughes Medical Institute Summer Research Fellowship. A neuroscience and women's studies major, Dana is the recipient of Wellesley's Katharine Malone Prize for Academic Excellence, awarded to students who exhibit "the harmonious combination of academic excellence, active and contributing citizenship, and accomplishment."



During their last week of classes, seniors imaginatively bedeck campus with their class color each year. To demonstrate their commitment to sustainability, seniors artfully arranged a week's worth of recycled bottles they collected around campus, urging their classmates to be more environmentally aware.

Wellesley is a college where everyone, especially your fellow sisters, wants you to succeed. Wellesley not only offers an outstanding education, but also the chance to belong to its powerful worldwide sisterhood your whole life. *Katie Champong '10, College Government president*

ADVISING AND CHOREOGRAPHING

ELISHIBAH MSENGETI '09

MAJORS: INTERNATIONAL RELATIONS

AND AFRICANA STUDIES

HOME: NAIROBI, KENYA

"I never thought I could learn so much in such a short time! I am grateful to be here," says Elishibah Msengeti. Both inside and outside the classroom, she has made impressive contributions to the Wellesley community.

A Peer Advising Leader at Slater International Center, the focal point for international activities at Wellesley, Elishibah plays an important role as a source of support to



new international students. And, as co-president of the Wellesley African Students Association (WASA), she has organized lectures, panels, a film festival, as well as cultural events with African students' associations at MIT, Tufts, Harvard, Brandeis, and Babson. For four years, she also choreographed dances and skits for the annual *Mamaland* shows, which represent Africa's many cultures and traditions, and for Slater International cultural shows. As music coordinator and retreat coordinator at the Newman Catholic Community, Elishibah says, "I grew a lot through planning spiritual weekend retreats, creating

activities to revive and refresh retreat attendees."

She also feels fortunate to have participated in two summer internships funded by Wellesley's Center for Work and Service: one at a primary school in Kenya and the other at the Forum for African Women Educationalists in Kenya. Elishibah presented her honors thesis, "Beyond Language and Geography: Why Ethnicity Continues to Threaten Kenya's Stability as a Nation," at the Ruhlman Conference. After graduation, she will be a teaching fellow at the African Leadership Academy in Johannesburg, South Africa.

QUINTESSENTIALLY ORGANIZING

JOY CLARKE '11

MAJOR: POLITICAL SCIENCE

HOME: HEMPSTEAD, NEW YORK

On any given day, Joy Clarke might be found helping to organize poetry slam performers at Harambee



ENHANCING AWARENESS

CATHY CHU '10

MAJOR: WOMEN'S STUDIES

HOME: WEST WINDSOR, NEW JERSEY

Cathy Chu was the recent recipient of an Excellence in Leadership award for her role in a student advocacy group seeking to improve resources and support for queer students at Wellesley. She has played a major role in the Campus Wide Diversity Initiative and served as president of Spectrum, a group of lesbian, bisexual, transgender, and straight students interested in queer issues.

"This year, we advocated for additional awareness, and other organizations—Wellesley for Equality, Wellesley Asian Alliance, the Campus Wide Diversity Initiative, and Residential Life—really supported us," says Cathy. "Having their different perspectives really helped. From the beginning, it was definitely a group effort to define what we saw as core issues."



Kate Thompson '09 presents her research on gender issues.

with a fashion show, skits, interpretive dance, musical numbers, a drag king band, and a political slideshow! We definitely achieved our goal; people were talking about it before and after."

As part of their awareness initiative, Spectrum sponsored the first-ever queer culture show. Cathy explains, "It was a super fun, satirical poke at the queer community at Wellesley and the Wellesley community in general, complete

House, planning the annual standing-room-only Ethos fashion show, or crunching numbers for the Wellesley College Dancers, where she is both dancer and treasurer.

A leader in Wellesley's African American community, Joy is vice president of the executive board of Ethos, a student organization that serves as a support group for women of African descent. Ethos enhances the cultural, political, social, and academic experience of women at Wellesley.

She also works as a student assistant at Harambee House, where Ethos meets. Harambee House provides a venue for social, emotional, and academic support to students of African descent, as well as enlightening cultural activities

for the community. It has been the setting for many Black History Month events in February, as well as receptions for speakers on Quintessence Day, an annual lecture given by a person who represents the "essence of black womanhood." Speakers have included Queen Latifah, Maya Angelou, Angela Davis, Dominique Dawes, Naomi Tutu, and Derek Walcott. The 2009 speaker was Linda Johnson Rice, chairman and CEO of Johnson Publishing Company, which publishes *Ebony* and *Jet* magazines.

A political science major, Joy has also served as an academic peer tutor in her residence hall, McAfee, helping classmates with study skills and learning strategies.

When I was involved in College Government at Wellesley, I recall a study that looked at the number of female college government presidents at coed institutions, and that number was shockingly, appallingly low. At Wellesley, there is no hesitation to be part of leadership. It's an element you take with you—being assertive and proud of your intellect and abilities.

Ashleigh Georgia '05, J.D. candidate '11, Harvard Law School



House presidents are active members of the Residential Life team and serve as student leaders in their residence halls and beyond. Here, Lauren Allison '10 (center), house president of Bates Hall, relaxes with a group of friends in her room.

CONNECTING WITH ALUMNAE

THE NETWORK OF SUPPORT. Wellesley's alumnae network is strong and deeply loyal. Like at many prestigious schools, our alumnae boast impressive credentials. But at Wellesley, past and present generations share a potent and powerful connection, creating a network that is enduring, available, and endlessly helpful, in virtually any field.

Not many academic institutions can lay claim to an alumnae network as strong or active as "The W Network." Wherever you decide to make your place, you are likely to encounter a Wellesley alumna who is willing to make introductions for you, write you a letter of recommendation, or even mentor you.

Many regard this network as one of the most compelling benefits of attending a women's college. There are more than 36,000 living Wellesley alumnae and 100 active Wellesley Clubs. Many alumnae have gone on to careers in medicine, business, politics, social service, journalism, law, diplomacy, research, education, the arts, and finance—and an unusually high percentage of them will be eager to assist you. In fact, approximately 20,000 Wellesley alumnae are currently on the "will help" file at the Center for Work and Service.

This network of support will be with you for a lifetime. Alumnae are interested and caring. When

it's time to look for a job, you will be pleasantly surprised by the reception you will receive from these alumnae. They are more than willing to arrange that most important first interview or to help you network throughout their firms, institutions, or organizations.

The Wellesley network is not just a professional network; it's social and personal as well. Alumnae can be helpful when you relocate to a new city. They can help anchor you with a group of friends or help you find a place to live. If you're traveling, they'll take you out for lunch or dinner.



Whether you dream of working for Teach for America or Bank of America, the Wellesley sisterhood is there to support you and help you reach your goals. *Jessica Johnston '09*

CONTACTS, CONNECTIONS, AND MENTORS

KIIRA GUSTAFSON '06

MAJOR: ENGLISH AND PREMED PROGRAM

CURRENT RESIDENCE: NEW YORK CITY

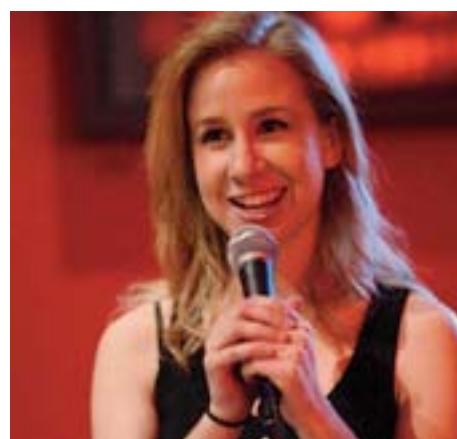
JOB: PUBLIC RELATIONS BY DAY; WRITING COMEDY

SKETCHES OVER LUNCH BREAKS; CURRENTLY

APPLYING TO PUBLIC HEALTH SCHOOLS

"I was a straight-laced Minnesotan, when I arrived at Wellesley," says Kiira Gustafson, "and my friends were of the scholarly and studious sort." But over the course of her four years, Kiira discovered her less serious side, one that loves making a roomful of people laugh. She discovered comedy.

"I've always been interested in comedy, but I wasn't as conscious of it until I came to Wellesley," she says. Although a liberal arts college may not seem like an obvious beginning for a budding career in comedy, Kiira says that Wellesley gave her the space to figure out who she was—and to do so in a setting where it's okay to make mistakes, particularly since slipping on a metaphorical banana peel provides great comedic material.



She performed in Dead Serious, an improv comedy group, and did standup comedy Wednesday nights at the pub. "At no other college could I have had an hour at the mic on the stage by myself," she says.

Perhaps most significantly, Kiira took advantage of Wellesley's Winter Session term and lined up an internship at the National Public Radio program, *A Prairie Home Companion*, occupying the office

next to the show's host and creator, Garrison Keillor. "I always worried that I was breathing too loudly!" she laughs. Although Kiira was the program's first comedy-writing intern, Keillor treated her on a par with his other writers, assigning her scripts to write or punch up.

Upon graduation, Kiira joined the creativity team of a Manhattan public relations firm. Three years later, she reports, "I'm still living and working in New York, a very funny city. I've been taking comedy classes at the Upright Citizen's Brigade, started by comedian Amy Poehler. This summer, I will start performing at a comedy venue in Williamsburg [Brooklyn]. I still freelance for *A Prairie Home Companion*, and my blog houses daily funny riffs. Also, I'm applying to public health schools—my other passion."

Kiira also joined the New York Wellesley Club. "Just sitting next to these Wellesley women who are radiating success in their own ways drives me to work harder," she says. "Wellesley really puts some force behind its students."

PURSUING ONE'S PASSION

LESLIE J. KIM '06

MAJOR: ENGLISH

CURRENT RESIDENCE: NEW YORK CITY

JOB: MARKETING AT TURNER BROADCASTING

Leslie Kim didn't choose Wellesley because her older sister preceded her. On the contrary, it may have been in spite of that fact. "When I entered as a first-year," Leslie says, "I was a bit concerned that I wouldn't be able to forge my own experience and identity at Wellesley."

As it turns out, she needn't have worried: "I quickly realized that even though Wellesley is a small school, there are so many different opportunities for all types of people," she explains. "One of the most important aspects about Wellesley that I came to realize is the ability to make it your own."

Through a unique combination of work and experiences inside and outside the classroom, Leslie indeed forged her own path—straight on through to her first job in the "real world." Interested in pop culture and entertainment, she set her sights on exploring the field of television. Although Wellesley doesn't offer a communications major, Leslie says the College's emphasis on liberal arts provided her with an excellent foundation. Instead of being locked into a specialized track of study, "I was able to take a variety of courses that piqued my interest,

and I think that's an aspect unique to the liberal arts education that I wouldn't trade." Moreover, she says, "My writing and presentation skills grew stronger, and my overall intellectual curiosity increased."

In a series of summer internships, Leslie was able to try her hand in a variety of departments, from public relations to development and marketing—experiences that helped Leslie define her long-term interests. She also received a major boost from a lunch meeting with broadcast journalist Lynn Sherr '63 (see below). An award-winning correspondent with ABC's *20/20*, Sherr provided encouragement, understanding, and more than a few professional contacts.

Today, as a marketing coordinator at Turner Broadcasting, Leslie feels confident that her path has



landed her in the right place. In many ways, she credits her college experience with getting her there: "I believe Wellesley is a place where people discover their passions," she says, "and perhaps it is this feeling that made me confident enough to pursue my own."

Wellesley nurtures friendships in an extraordinary way. I left Wellesley with a strong connection to other students—unlike any other I've experienced. As the College says, "Wellesley is for life." Every time life takes a turn, there is a Wellesley sister nearby to inspire or support me. *Paulina Ponce de León Baridó '05, associate, Boston Consulting Group*

ALUMNAE CONNECTIONS AT WORK

Wellesley's Center for Work and Service (CWS) provides extensive resources for internships and community service programs, as well as for career and graduate school advising for students and alumnae. The Wellesley network is perhaps the single greatest resource available to Wellesley students and alumnae. More than 34,000 alumnae provide guidance and support on career and life issues.

The CWS recently introduced a new online offering, MyCWS, which provides access to career resources, including job postings, exclusively for Wellesley women. "I don't know how to describe it better than it's our nepotism folder," laughs Folly Patterson '85, associate director of Alumnae Career Programs, who reports that over 200 jobs were posted in the first few months the site was live.

According to Joanne Murray '81 (above), director of the Center for Work and Service, "Wellesley alumnae have one of the richest networks in the world, and utilizing that in more vivid ways is going to be absolutely key. When everything else is uncertain, one certain thing is that they're going to be able to rely on their Wellesley sisters."

www.wellesley.edu/CWS



LYNN SHERR '63

CURRENT RESIDENCE:

NEW YORK CITY

MAJOR: GREEK

JOB: BROADCAST JOURNALISM

World-renowned correspondent, network anchor, and acclaimed author Lynn Sherr has covered an impressive array of stories and investigative reports—presidential elections, NASA space missions, and a look at the tiny Himalayan kingdom of Bhutan—to name a few.

She has received numerous professional honors, including an Emmy® award, national awards from American Women in Radio and Television, and the American Association for the Advancement of Science, as well as a George Foster Peabody Award.

According to Sherr, studying Greek at Wellesley transformed her and continues to inform her career and professional activities. She became hooked on the classics on her



first day of Greek 101, when her professor recited lines from Homer's *Iliad*.

To this day, she "cares deeply about the lessons of the ancient world" and finds herself drawn to them over and over again.

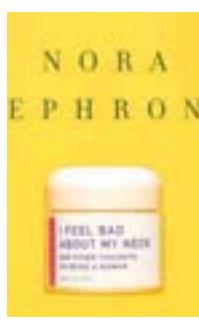
Like many Wellesley alumnae,

Sherr continues to generously give back to the Wellesley community, whether mentoring a student like Leslie Kim '06 (above), speaking about journalism on a career panel, or serving on the Board of Trustees.

As former Wellesley College President Diana Chapman Walsh '66 said when introducing Sherr as the 1999 Commencement speaker: "What's distinctive about Lynn Sherr's career as a reporter—the thing that really stands out—is the abiding curiosity and critical integrity that she brings to every story, something to do, perhaps, with her Greek major at Wellesley. Lynn never just skims the surface. She always digs deep, and there is invariably something infectious in the palpable fun she finds in her explorations."

If anyone, ever, should ask whether you know your place, the answer, of course, is: Yes—my place is everywhere. *Lynn Sherr '63, broadcast journalist*

ALUMNAE
OF NOTE



(Left to right, first row)
Joan Wallace Benjamin '75, CEO, Home for Little Wanderers
Ophelia Dahl '94, global public health activist
Emi Kolawole '04, political fact checker
Kyra Reppen '85, SVP, GM, MTV Networks
The Reverend Nancy Eaton Gossling '74, Curate Susan Choi '06, golf coach, professional golfer

(Second row)
Pamela Melroy '83, NASA astronaut
Paula Geier Grant '89, JAG attorney
Kimberly Dozier '87, CBS News correspondent

(Third row)
Hillary Rodham Clinton '69, U.S. Secretary of State
Lulu Chow Wang '66, founder, CEO, Tupelo Capital Management

(Fourth row)
Elizabeth Barlow Rogers '57, urban planner
In-ho Lee '60, former Korean ambassador, professor
Laura Caparros '89, EPA program officer
Katie Johnson '03, personal secretary to President Barack Obama
Patricia J. Williams '72, professor, Columbia Law School

(Fifth row)
Desiree Rogers '81, White House social secretary
Martha McClintock '69, psychobiologist
Nora Ephron '62, screenwriter, producer, author
JudyAnn Rollins Bigby '73, physician, Massachusetts Secretary of Health and Human Services

Carolyn Johnson '96, chef de cuisine, Rialto restaurant
(Sixth row)
Sarah Karim '03, nonprofit research, Pakistan
Persis Drell '77, particle physicist, professor, Stanford University
Meredith Sorensen '01, Peace Corps volunteer
Laurie Geronimo '92 and Michele Geronimo '97, cofounders, Secure Sponsorship
Joy Dickson '92, teacher



My dream of running the Boston Marathon and going through Wellesley as the women of Wellesley cheered me on had arrived. I just wanted to thank the College for one more moment of inspiration, for the camaraderie of Wellesley, for the reminder that dreams really do come true and often in unexpected ways. I heard your cheers and they carried me all the way to the finish line. Many, many thanks. *E. Jane Carter, M.D. '78*

THE DOMINO EFFECT

LOUISA OLLAGUE '93

CURRENT RESIDENCE: LOS ANGELES, CALIFORNIA
MAJORS: POLITICAL SCIENCE & LATIN AMERICAN STUDIES
JOB: LOS ANGELES BOARD OF SUPERVISORS



As a senior deputy for a member of the Los Angeles Board of Supervisors, Louisa Ollague focuses on local issues: from homelessness and jobs to public welfare and budgets. Her constituency is made up of the 10 million residents of Los Angeles County. But, in many ways, the Los Angeles native says, her work

in public service "all goes back to Wellesley."

A political science and Latin American studies major, Ollague participated in the Wellesley in Washington Internship Program, which turned out to be a pivotal piece of her education. "It opened a series of opportunities for me," she says. Her work during the summer of 1992—interning at the National Association of Latino Elected Officials and analyzing the media's coverage of that spring's Los Angeles riots—has in fact served as the

foundation of her career for the last 15 years. This experience guided her interest in political empowerment and issues central to Latinos and Hispanics.

"It was like a domino effect, one thing after another," she recalls, tracing her path to the present day via a network of contacts, connections, and mentors who all have roots at Wellesley. The experience, she says, has been invaluable. "Just by going to Wellesley, I have been able to maximize and create opportunities for myself."

There's constantly that motivation to give back to Wellesley because of the nurturing environment that says you can do almost anything. *Louisa Ollague '93*

BUILDING AND BONDING WITH ALUMNAE

HOI-FEI MOK '10 (*bottom row, left*)

MAJOR: BIOLOGICAL CHEMISTRY
HOME: SAN LEANDRO, CALIFORNIA

As a first-year student, Hoi-Fei Mok felt homesick during her first semester at Wellesley. "Coming to the East Coast was a big change," says Hoi-Fei, who grew up in San Leandro, California. "I went through a bit of a culture shock trying to get used to a new environment, but I learned that this is the right place for me."

One convincing and transformative experience occurred during Wintersession her first year, when Hoi-Fei, a group of 10 students, and 10 alumnae traveled with representatives from the College to Slidell, Louisiana, where they worked with Habitat for Humanity on its rebuilding effort in

the wake of Hurricane Katrina.

"Wellesley's attitude toward volunteering and making a difference was one reason why I chose to come here," she says. "Taking what abilities I have and applying them in the real world in order to give back to the community has always been an ideal I value. From the moment I learned that Wellesley's motto is 'Not to be served, but to serve,' I knew this was the right place for me."

During their time in Louisiana, the students worked alongside alumnae from graduating classes that ranged from 1949 to 2003. "They were absolutely extraordinary in what they accomplished," says Hoi-Fei, who eventually hopes to pursue a career as a veterinarian. "Their confidence and enthusiasm were inspiring."



A WORLDWIDE JOURNEY OF DISCOVERY

LAURE-ANNE VENTOURAS '05

MAJOR: BIOCHEMISTRY

CURRENT RESIDENCE: CAMBRIDGE, MA

JOB: PH.D. STUDENT IN

BIOENGINEERING AT MIT

As a student at Wellesley, Laure-Anne Ventouras logged as many miles with her passport as her lab book. She conducted water-quality testing in Honduras; a tropical-ecology class sent her to Belize and Costa Rica; and she worked summer internships in labs in Germany and Cambridge, England. Then, as a senior, she was awarded a



Thomas J. Watson Fellowship, affording her the chance to spend the following year traveling to China, India, Madagascar, the Comoros Islands, New Caledonia, South Africa, Egypt, and Australia. Throughout the year, she studied the production of essential oils for the perfume industry. Whether through financial aid, stipends, or grants, all

of these journeys were made possible by financial support. "The best gift you can give someone is aid for education," she says. "I was able to do so many things, and it made me grow in so many ways."

A native of Paris, France, Laure-Anne chose Wellesley for its liberal arts curriculum. Reflecting back, she's most grateful for the opportunities that it opened up for her: "They're just there for you to go after," she notes. Beyond the travel, "Wellesley has tremendous resources in terms of lab equipment that undergraduates can use, which is different in big universities. And the departments are small, so you develop strong relationships with professors. One of the first courses I took at Wellesley was organic chemistry with Professor Julia Miwa. She really sparked my interest."

Although she arrived as a very focused first-year student, Laure-Anne says the years and experiences that followed have opened her eyes to fields of study that she hadn't previously considered. Her Watson Fellowship, for example, convinced her that life in a lab is not for her. She'd prefer to do more fieldwork. Currently a Ph.D. student in MIT's bioengineering program, Laure-Anne says her greater journey has been about discovering what you can do in life. And the journey is definitely not over yet.



In so many ways, this all-women's college prepared me to compete in the all-boys' club of presidential politics.

Hillary Rodham Clinton '69, with Wellesley students during the primary for the 2008 Democratic presidential nomination

Going to Wellesley taught me something about the concept of leadership. The College instills a sense of confidence and encourages risk-taking, while also providing a safety net. Wellesley women are a breed apart—aggressively inquisitive and stubborn. We strive constantly to be the best. I assume a Wellesley degree and alumnae networking will never let me down.

Cynthia Crosswhite '07, graduate student in organic chemistry, MIT



RESIDENTIAL LIFE

41

A MULTICULTURAL
& INTERNATIONAL
COMMUNITY

46

STUDENT &
RECREATIONAL
ACTIVITIES

52

CLUBS &
ORGANIZATIONS

54

VARSITY
ATHLETICS

56



A VIBRANT COMMUNITY. At Wellesley, you will find a myriad of activities and events to explore. Live among people who are as curious and motivated as you are. Be inspired to try something you never experienced before—or inspire others to get involved. Imagine a place where learning and laughing intersect, where sisterhood and traditions will guide you, and where intellectual fervor and athletic intensity coexist. It is a rich, invigorating lifestyle.

A LIVELY CAMPUS. Our focus on residential life at Wellesley and our award-winning Lulu Chow Wang Campus Center contribute to a fun and active community. Sushi in the café, 24-hour access to the Campus Center, late-night movies, active residential life programs, an on-campus pub, and a scenic lake—these are just a few elements that contribute to life at Wellesley.

In addition, Wellesley offers more than 160 student clubs and organizations, which offer diverse opportunities for pursuing your current interests, exploring new ones, and developing friendships with classmates who share similar pastimes. Among these are over 45 thriving multicultural groups, which are open to all students. They further provide friendship, music, language, and foods, as well as mutual support and ongoing dialogue about cultural heritage.

Known for its beautiful campus, Wellesley has its own nine-hole golf course, botanical garden, athletic complex, tennis courts, and playing fields for varsity athletics as well as for fitness and recreation.

If you're looking for interesting activities off campus, you could not be in a better location. Situated 12 miles west of Boston and Cambridge, Wellesley offers access to endless social and cultural activities, as well as community-service opportunities (see *Campus and Beyond*, page 61).

FUN DESTINATIONS ON CAMPUS. Students gather to socialize in many campus locations. Lake Waban offers canoeing, sailing, or rowing; many enjoy running or walking along the scenic path around its shore. Other popular hangouts include El Table in Founders Hall, a student cooperative that offers sandwiches and snacks; Severance Green, where students can play Frisbee or sled down the hill; and Pendleton Atrium, where students can hang out, attend lectures, and meet friends between classes.

Science majors often gravitate to Sage Lounge in the Science Center, where comfortable couches

and a kitchenette provide a break from studying. Shakespeare House, Collins Cinema, Jewett Arts Center, and the Davis Museum and Cultural Center are favorite venues for students who enjoy performance, film, and the arts.



One of the things I love about Wellesley is that there's something for everyone here. It's all about personal initiative. You can seriously delve into a cappella, or you can just enjoy it as a pastime. You can major in music and take voice lessons for credit, or you can just have some fun with lip-syncing contests and karaoke nights in Punch's Alley. *Courtney White '09*

THE LIVELY LULU. Affectionately called “the Lulu,” the Lulu Chow Wang Campus Center is a hub of activity and a focal point of social life. According to Lulu Chow Wang ’66, for whom the building is named, the objective of this space is to “remind us to enjoy ourselves, to restore the balance in our lives, and to share the profound as well as the frivolous with old and new friends.”

Open 24/7, the Lulu provides space where students can watch their favorite show or DVD on the large flat-screen TV, sit in comfy chairs by the fire and read their mail or a magazine, or blast music in the late hours of the night. The Lulu also serves as a multipurpose forum, hosting everything from guest lectures and musicians to formals and club meetings (see list below).

“The Lulu is spontaneous, it’s fun, and just relaxed,” says Lynne Payson, manager of the Lulu. There are no rules. No quiet hours. No space that belongs to one group more than another. No limits. It’s just a place for people to come and be.”

Students enjoy the student-run Café Hoop (open until 2 a.m.) for a good cup of dark roast coffee



“THE LULU”



or midnight nachos. Punch’s Alley, our lively student-run pub, plays host to many events, including open-mic nights and karaoke. Many students discover other favorite places at the Lulu—window seats overlooking Lake Waban in the fireplace room (Anderson Forum); the pool table; or the coffee bar.



Laughing at
Last Call

Making s’mores
by the fireplace

Writing on Café
Hoop walls

Dancing at
First-Year Formal

Meeting friends
for coffee

Learning Salsa
at the Salsa
workshop

Listening to slam
poetry

Relaxing at the
Blue Notes
Winter Teaser

Playing pool

Getting a care
package



RESIDENTIAL LIFE

FEEL RIGHT AT HOME. Life in the residence halls is casual. You can catch up with classmates, meet study groups, and chill out with friends throughout the day. Perhaps you'll enjoy an intramural sport, take an afternoon run, or join dorm crew and learn how to row on the lake. You might help host an evening lecturer or performer, plan an off-campus event, or simply celebrate the day with your roommate and hallmates. These are all part of daily life in the residence halls.

RESIDENCE HALLS. Wellesley has 21 residence halls, 15 of which are located in three groupings. The halls, which vary in size from 140 to 285 students, purposely mix upperclasswomen with first-year students, so you can learn the ropes quickly and have extensive opportunities to meet new people and develop friendships. As a first-year student and a sophomore, you will room with one or two other students.

Whenever possible, juniors and seniors are assigned to single rooms. Most of the residence halls have dining facilities where you can eat all three meals each day. You also can opt to eat in any of the dining halls on campus.

All residence halls are equipped with cooking facilities for individual or common use. They also have laundry facilities that include coin-operated washers



RES HALL ACTIVITIES:

- Cazenove game night
- McAfee St. Patty's Day Party
- Beebe Talk Like a Pirate Day
- Spring Break Severance Style
- Tower Court: Party for a Cause—Mardi Gras for MS
- Shafer Effective Public Speaking Workshop
- Munger Mash
- Sustainability Co-op at Simpson West
- Freeman Avocado Party or Fondue Night
- Stone-Davis Coffee House
- Shafer/Beebe love war (tug of war, relay races, capture the flag)
- Bates Oscars Party





and dryers, irons, ironing boards, and drying racks. You'll also find 100-year-old antiques in some residence halls, and a piano in just about every living room.

In addition, all residence halls are equipped with high-speed wireless Internet access. A highly trained Residential Network Consultant (RNC) is assigned to each residence hall to assist students.

Wellesley offers services and programs that help students maintain and enhance their personal health and wellness and that promote a safe campus

Res hall pride can be found all over campus and especially in Beebe Hall, where I live. I really enjoyed community dinner, barbecues in the Quad, study breaks with a plethora of treats, and themed hall parties. Wellesley residence halls are incredibly lively and welcoming to all. *Katie He '10*

community. An equal access institution, the College welcomes individuals with disabilities as students, staff, faculty, and visitors.

RESIDENCE HALL ACTIVITIES. Students in each hall plan their own activities, and each hall has its own traditions. These events offer fun ways to interact, unwind, and make new friends. Some include parties and mixers to which students from area colleges are invited; coffee houses; international dinners; softball games and other sports activities; movies; guest speakers; and skills workshops.

"The res life staff acts as a resource to students, builds a sense of community, and provides a homey place where students feel comfortable," says Kristine Niendorf, director of Residential Life. In addition, the 70 resident advisors (RAs) on campus are student volunteers who have been carefully selected for this position. They are responsible for creating at least two programs a month; however, many do more. RAs act as mentors, motivators, and fun-initiators.

MEAL PLAN. Ask around and you will probably find relatively high approval ratings for the quality of food served in Wellesley's dining halls. You can eat three meals a day in any dining hall, and menus are flexible, allowing you to choose from traditional entrées or vegetarian selections, a full salad bar, fresh fruit, and homemade bakery items. Kosher and vegetarian fare are also available at the Pomeroy Dining Hall. You may also choose to eat at the Wang Campus Center.



FAVORITE STUDY BREAKS

- Skating on Paramecium Pond
- Going to Boston with friends
- Relaxing on movie nights in res halls
- Singing at karaoke night
- Playing around the Shakes (Shakespeare) house
- Eating chips and salsa with roommates
- Learning sushi making/maki rolling
- Taking cardio-kickboxing
- Ordering Thai food
- Watching *30 Rock* in the common room
- Going out for frozen yogurt
- Having mini-spa nights
- Running around the lake
- Walking to "the Ville"
- Learning how to belly dance
- Going to Midnight Breakfast before exams
- Playing board games
- Researching the great Wellesley cupcake challenge

A SUPPORTIVE COMMUNITY

THE HONOR CODE. Another aspect of Wellesley's unique community is the Wellesley College Honor Code. Established in 1919, the Honor Code expects students to exemplify honesty, integrity, and respect in all aspects of academic and social life. Honor Code Council is the joint student-faculty committee that educates the College community about the Honor Code as well as addresses Honor Code violations. Adherence to the Honor Code provides students with privileges such as self-scheduled exams, guests in the residence halls, and open-stack libraries. The sense of mutual trust this creates is a testament to the respect Wellesley women have for the Honor Code and for one another.

According to John O'Keefe, class dean, director of Advising and Academic Support Services, "The Wellesley Honor Code creates an atmosphere of personal responsibility that is very important to our campus community. It takes my work advising students about their intellectual and personal growth to a new level, as it helps them take active ownership of their education at Wellesley, and prepares them to be strong citizens as they graduate."

Laura Marrin '11 says that the Honor Code contributed to her reasons for choosing Wellesley. "Everyone has certain criteria when they are in the midst of choosing a college. I found that having an Honor Code was essential. It contributed to the creation of a unique community, where intellectualism and learning were the focus because student integrity was not questioned—it was assumed through this system of academic trust."



To me, the community at Wellesley College feels like a family. Our mutual respect for one another is bound together by the Honor Code. Without it, this would be just another school, and not a family. *Vicki Erickson '11*

BIG SISTERS. Wellesley recognizes that it can be an adjustment to leave home and come to a new environment. To help you acclimate to your new life, the College assigns a Big Sister to first-year students. If you are an international or a multicultural student, you may have a Big Sister from your multicultural organization as well as one from your residence hall. By design, the program ensures that you will have someone to show you the ropes—both academically and socially. In turn, you will become a Big Sister too.



JOHN O'KEEFE
CLASS DEAN AND DIRECTOR OF ADVISING AND ACADEMIC SUPPORT SERVICES

"I think one of the tasks of someone like a class dean is to help students reflect on the goal of finding balance and doing the work of bringing their classroom experiences together with their community service, their social organizations, and their lives in the residence halls. How do you put all those things together in a way that helps you find meaning and purpose in your life?"





The upperclasswomen at Wellesley have been amazing. They were eager to do anything to support us as first-years, from helping us choose our classes to navigating the Boston social scene. *Magdalen Reeder '10*

ANNUAL CAMPUS TRADITIONS. While the roster of events continually changes, some events remain Wellesley traditions. Students mingle with MIT and Harvard students at the Remix at the Lulu in the fall. Some of the other residence halls are known for annual events such as the Munger Mash, Caz Climax, and Pomeroy's Nineties' Party. Junior Show is

another Wellesley tradition. As its name suggests, third-year students write and perform in a theatrical production that draws both Wellesley students and outsiders.

Spring Week is a time for students to let loose, enjoy "Block Party," outdoor movies on a big screen on Severance Green, and evening concerts. Runners in the Boston Marathon, who pass by the main entrance of the College campus, have come to expect and appreciate the crowds of Wellesley women who gather at mile 13 to cheer them on during the annual springtime event. You can't help but get caught up in the excitement on Marathon Monday, as students hand out cups of water, hose down overheated competitors, and scream their lungs out in what is known as the "scream tunnel."

Lake Day, held in the fall, provides the opportunity to take a spontaneous break from classes and celebrate the lake and its environs. A carnival provides an excuse to moonbounce with friends, chow down on fries and funnel cakes, or just enjoy the mild weather. Other traditions that date back to the College's earliest days are Flower Sunday, a celebration of sisterhood and the new school year, and stepsinging on the chapel steps on the first and last days of classes. In late April, seniors compete in hooprolling down Tupelo Lane.



Above: Flower Sunday is an interfaith program that welcomes new students to the community.



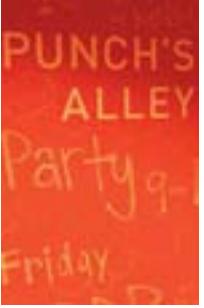
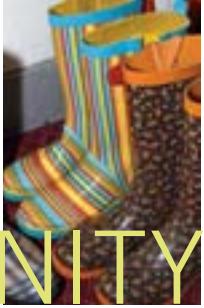
Top left and bottom right: Students enjoy music, food, and festivities at Lake Day on Severance Green.

Bottom left: The winner of hooprolling is said to be the first person in her class who will achieve success.

Top right: Each April, Wellesley students cheer on Boston Marathon runners on Marathon Monday.



OPPORTUNITIES
ABOUND
ON CAMPUS
AND OFF



BUILDING COMMUNITY

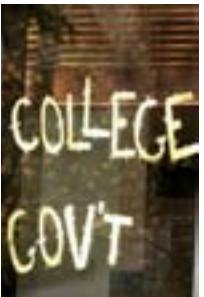
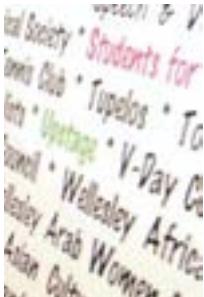


MARION JOHNSON '09 (*left*)

MAJOR: ENGLISH

HOME: CHARLOTTE, NORTH CAROLINA

I came to Wellesley from Charlotte, North Carolina. When I first arrived, my Big Sister, who is from Teaneck, New Jersey, came to my door, introduced herself, and invited me to join Ethos. I loved getting that attention from an upperclasswoman and feeling so welcome, even in my first week. Now, as a senior, I have two Little Sisters, also through Ethos. One is from Chicago, and the other from Niamey, Niger. I've become good friends with both of them and even visited my Little Sister from Chicago over Spring Break. It's great to see Wellesley through a new set of eyes and get caught up in the enthusiasm of first-year students.



The activities that I participate in outside of class provide a great balance to my time at Wellesley. The work I do for class is challenging, but I have also been struck by how much other activities here have taught me. My education at Wellesley encompasses not only what I learn within the classroom, but also the experiences and discussions I have outside of it.

Lauren van Schepen '10

A MULTICULTURAL AND INTERNATIONAL COMMUNITY

MULTICULTURALISM IS A WAY OF LIFE. At Wellesley, multiculturalism is an integral, organic characteristic of the community. Join people who celebrate differences and encourage varying opinions. Savor something new. Feel free to express yourself and share your experiences with those around you. Learn from others, celebrate differences, and discover diversity. Explore Wellesley with an open mind, and you'll leave with a global perspective.



EMBRACING MULTICULTURALISM AND DIVERSITY.

At Wellesley, multiculturalism is more than an intellectual pursuit; it's an ongoing dialogue that involves every aspect of life on campus and beyond. This dialogue is carried on in a spirit of respect, rigorous inquiry, and most of all, personal discovery. Wellesley encourages exploration, expression, and celebration of a broad range of life experiences and perspectives.

The issue of diversity is not simple. It's not a storm to be weathered and then it's over. Rather, it's the face of the future, an extremely valuable opportunity, and an important part of your total education.

Karen Shih, director of multicultural programs, advisor to students of Asian descent

Wellesley takes a broad view of diversity. A truly diverse place is not only a place where students represent different races and cultures, but also a place where students meet, mingle, and become friends with one another. It is a place where students have many extracurricular interests, different social and economic circumstances, a variety of political leanings and religious preferences, and a range of experiences, ages, and languages.

You are expected to learn from the backgrounds and belief systems of your peers, who come from every state in the nation, from more than 80 countries around the world, and from every social, cultural, and economic circumstance. Everyone at Wellesley has something to contribute, because that is what a true multicultural environment is. Wellesley is a place that values and cultivates your ethnic identity.

ADVISING, LEADERSHIP, AND SUPPORT. Multicultural Program Directors and Advisors are available to students, faculty, and staff. They work to develop learning opportunities to increase the community's understanding of issues related to multiculturalism. This [Cultural Advising Network](#) also supports and advocates for students to help them make the most of their experiences on campus and beyond.

Among the groups represented on the Cultural Advising Network are students of African descent; students of Asian descent; international students; Jewish students; Latina/Hispanic students; lesbian, bisexual, and transgender students; Muslim students; and students with disabilities.

"I've been impressed with the progressive approach that the College uses to address issues of diversity and multiculturalism on campus. At a time when these topics take center stage on national and even international levels, the College listens to its greatest asset, its students, to navigate the path forward. It's a process that inspires great respect and promise for the future," says Mared Alicea-Westort, director of Multicultural Programs and Services and advisor to Latina students.



The Campus Wide Diversity Initiative (CWDI) is an open discussion forum to challenge diversity issues on campus. Topics may include class, sexuality, gender, race, ethnicity, age, ability, and more. The main focus of CWDI is to mobilize the student body to create educational programs, educate the campus on diversity issues, and serve as an advocacy group to respond to diversity issues as the need arises.

Many of the organizations for multicultural students have **First-Year Coordinators** who mentor first-year students and offer advice on both academic and social issues. Through these mentors, multicultural students have an opportunity to develop close relationships for their entire stay at Wellesley.

LEARNING IN AND OUT OF THE CLASSROOM. **Multicultural Course Requirement.** Multiculturalism is embedded not only in the language of the campus, but also in the language of the classroom. A single course can open unimagined horizons for intellectual pursuit.

To open these avenues of exploration, Wellesley requires that you complete one unit of coursework that focuses on one of many multicultural themes. These themes may include African, Asian, Caribbean, Latin American, Middle Eastern, Native American, or Pacific Island peoples, cultures, or societies. It also may focus on a minority American culture, such as those defined by race, religion, ethnicity, sexual orientation, or physical ability. In addition, the course may address the issues of racism, social or ethnic bias, or cross-cultural interaction.

Library and Museum Offerings. The College integrates its multicultural resources across the campus. For example, the Clapp Library has acquired numerous new titles related to ethnic and cultural groups. The Davis Museum and Cultural Center hosts a number of exhibitions that give voice to culturally diverse perspectives. Wellesley also hosts cultural shows and global speakers throughout the year.

Research, Internships, and Leadership Opportunities. Funded research, internship, and leadership opportunities related to multiculturalism are available to all Wellesley students. Also, student multicultural research grants fund undergraduate research in diversity, pluralism, and multiculturalism. The Student Multicultural Research Program is a 10-week summer program that supports research in diversity and multicultural studies. Student Initiative Research Grants and Student Curricular Research Grants provide funding to aid student research conducted as part of Wellesley's independent study or other coursework.

CELEBRATING A GLOBAL COMMUNITY. At Wellesley, your roommate could just as easily be from Kansas, Korea, Kenya, or Kazakhstan. She might be white, Asian, Latina, African American, Native American, biracial,



As an international student, you can always be comfortable in expressing your opinions, as diversity of ideas, values, and experiences not only are accepted, but also are appreciated and celebrated at Wellesley.

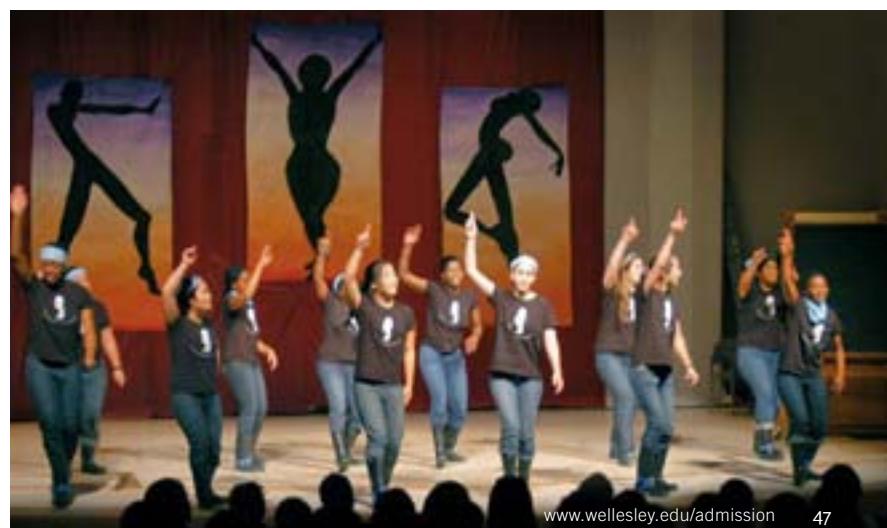
Afia Tasneem '10, Dhaka, Bangladesh

or multiracial. Wellesley attracts people from all over the world in numbers that are unusual for a small institution.

International students bring fresh perspectives and diverse opinions to the classroom. Outside the classroom, all students have the chance to learn about new cultures and hear a variety of new languages. You can attend Shruti Laya, which celebrates South Asian cultures; the Latina Cultural Show; the Wellesley African Students' Association Cultural Show; or the Yanvalou Drum and Dance Ensemble, which performs traditional music of Africa and the Caribbean. Or you might listen to readings from a Chinese student about growing up in her country.

The cultural exchange works both ways at Wellesley. International students come to know a style of teaching and learning that is often very different from what they have experienced in their own countries. They also have the opportunity to learn both from American students and from students from countries other than their own. Many international students enjoy the degree of independence and leadership that Wellesley encourages.

Sponsored by the Wellesley African Students' Association, Mamaland: A Celebration of Africa features different types of movement, costume, and music, creating a sensory collage of Africa's many cultures and traditions.



CULTURAL CENTERS

Students are encouraged to explore their own and others' cultural heritages, and to take advantage of social and educational opportunities available to them through various cultural centers.

HARAMBEE HOUSE is the gathering place and cultural center for students of African descent. Harambee is the Swahili word for "working together." Harambee House contains a large collection of books, periodicals, and journals about the African Diaspora. The facility is available to students for studying, socializing, cooking, or program planning. It also serves to enlighten the College community about African, African American, and Afro-Caribbean heritage.

THE HILLEL FOUNDATION maintains a facility at Wellesley for Jewish women. It provides religious, social, educational, and cultural activities for Jewish and non-Jewish students alike, offering all an opportunity to explore the Jewish heritage. The Hillel Lounge is a place where students can relax and worship. A kosher kitchen next door is available for students to prepare their own meals.

SLATER INTERNATIONAL CENTER is a popular meeting place for multicultural students and organizations. Students can use the facilities to plan functions, study, and entertain. At Slater, you can attend dinners,



Just come to Wellesley and discover it with an open mind, and let its current deposit you on the shore on which you are destined to land.

Karen Mwaniki '09, Nairobi, Kenya

Few places in the United States have people from so many places living, eating, working, and socializing together. They come from such more than 83 countries, including:

Albania	Philippines
Australia	Romania
Bangladesh	South Korea
Bolivia	Sweden
Brazil	Sri Lanka
China	Taiwan
Egypt	Tanzania
Germany	Trinidad
Ghana	Uganda
Israel	United Kingdom
Japan	Vietnam
Kazakhstan	Zambia



parties, teas, and lectures on multicultural subjects. The foreign language departments often sponsor educational programs, including seminars and film screenings.

HOUGHTON CHAPEL AND MULTIFAITH CENTER. Last year, the main chapel of Houghton Chapel and Multifaith Center underwent a complete restoration that maintained the historical character of the space. On the lower level, the new Multifaith Center provides space for students of many faiths to worship and interact—a place that fosters dialogue, negotiation, and sharing. On any given day, you may find an alumnae worship service, a choir practice, or a labyrinth walk.



MIXING IT UP

MOEENA DAS '09

HOME: INDIA, GUYANA, & BETHESDA, MD

MAJOR: SOCIOLOGY

Moeena Das's interest in transnationalism grew from a course on Globalization, taught by Associate Professor of Sociology Peggy Levitt, who directs the Transnational Studies Initiative at Harvard University.

"Professor Levitt asked me to participate in the cross-cultural research project, 'Mixing It Up: Mapping Identities Through Art.' This project included students and professors of East Asian, South Asian, and Latino/a descent from Wellesley, Brandeis, Tufts, Brown, and Harvard," she says. "We attended presentations by three artists: Giles Li, a Chinese American spoken word artist; Samina Ali, an Indian American Muslim author; and Miguel Luciano, a Puerto Rican fine artist."

All three artists used their mediums to convey some element of their identity and experience. "For me," Moeena says, "one of the most important aspects of the project was the emphasis on the fluidity of identities and experiences—whether



national, religious, or cultural—rather than as rigid and fixed."

Moeena related to all three artists' experiences, because each discussed themes or related anecdotes that resonated with her, regardless of their backgrounds. "I identified most with Samina Ali, not because she is also Indian, but because she, like me, has spent much of her life going back and forth between India and the United States. I was born and raised in India, but also lived in Guyana and outside Washington, D.C."

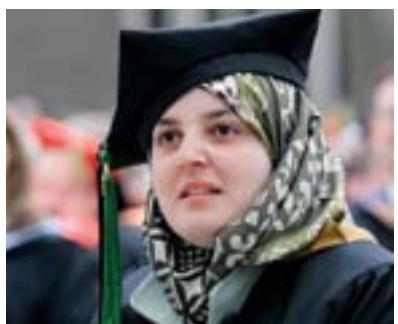
In addition, Moeena says she has

been shaped and defined by the experiences she has navigated and grappled with in all three nations. "Sometimes the hardest question for me is the easiest for others: 'Where are you from?' At Wellesley, I have found my peers and professors to be extremely interested and eager to learn about my experiences. They want to know where I am from and how I define myself. They continue to ask questions until they feel like they have the big picture."

Moeena's transnational interests carry over to her friendships. "My social circle is fairly diverse, and most of my friends are involved in cultural organizations," she says. "Hence, I have participated in events hosted by the Chinese Students' Association and I've attended the Latina Cultural Show and the Wellesley African Students' Association's *Mamaland*. Each of these shows was most enjoyable."

From my fellow classmates who would read to me on a daily basis to my professors who would regularly meet with me and go over concepts and were willing to adjust their teaching techniques, I was never alone in my journey. Their kindness and generosity have inspired me to strive to help others.

Mona Minkara '09, Student Commencement Speaker. A chemistry and Middle Eastern studies major from Hingham, Massachusetts, Mona, who is legally blind, broke barriers in her goal to study chemistry. She was awarded a Howard Hughes Medical Institute grant to do research in computational chemistry this summer at Wellesley. She also served as president of Al-Muslimat, Wellesley's Muslim student group, where she focused on interfaith outreach.



I have found common experiences and interests simply through conversations I have with my classmates or friends in the dining hall, making these encounters among the more salient in my time at Wellesley. *Moeena Das '09*





RELIGIOUS AND SPIRITUAL LIFE. Wellesley celebrates its diversity and fosters a sense of community through a multifaith team approach to religion. Co-founded by Victor Kazanjian, dean of Religious and Spiritual life and co-director of Peace and Justice Studies, Wellesley's Religious and Spiritual Life program considers religious diversity to be a resource rather than a barrier to the creation of community. This program, which seeks to foster global discourse on diversity, multiculturalism, and other important moral and ethical issues, has become a national model, followed by over 300 colleges nationwide.

A Religious Life team works collectively toward common goals that respect difference and diversity. Composed of chaplains and advisors from the many

In the world of religious particularity, religious groups have their own rules. But that kind of separation ultimately doesn't lead to the encounters that are complicated and rich, of how to live together. *Victor Kazanjian, dean of Religious and Spiritual Life*

religions represented on campus, they also jointly develop programs of discussion, prayer, and meditation. Currently, the Religious Life team includes a Buddhist advisor, Hindu advisor, Jewish chaplain, Muslim advisor, Protestant chaplain, Roman Catholic chaplain, and Unitarian Universalist chaplain, as well as advisors and student groups for the Baha'i, Jain, Native African, Native American, Sikh, and Zoroastrian communities.

These religious groups meet at Houghton Chapel and Multifaith Center. "I came in the other night," says Kazanjian, "and the Protestant Christian community was just leaving from a worship, the Buddhists were heading in to meditate, and the Muslim students were here for prayer. All the while, the choir was singing upstairs."

Unitarian Universalist Johannah Murphy '09 is a member of Multifaith Council, which includes student representatives from each religion represented at Wellesley. She says the Council "is one of the few organizations I've been a part of that embraces conflict head on. Meeting so many people from so many different faiths and backgrounds has shaped my thinking about how faiths interact, and what it takes to be part of a group with real diversity."



PATRICIA GANSERT
'11, ROMAN CATHOLIC

"For me, Multifaith Council was really the first time I was able to meet members of other religious traditions in person. There's just so much more out there in the world than I had ever realized."

Top left: The Wellesley College Choir rehearses in Houghton Chapel.

Bottom left: Wellesley's Multifaith Council discusses religious and spiritual issues affecting students.

Top right: Tibetan Buddhist nuns create a sacred sand Mandala at Wellesley.

Bottom right: Laura Cox '10 represents the nondenominational evangelical group Real Life on the Multifaith Council.





EMBRACING DIVERSITY



ABBY MELTZER '10

MAJOR: BIOLOGY

HOME: GLEN ROCK, NEW JERSEY

A Jewish identity is very important to Abby Meltzer, whose mother lost many of her family members in the Holocaust. "Our family went through a lot to keep our Jewish identity," Abby explains. "It's important to me to carry on what our family fought so hard to maintain." Abby, an active member of Hillel, joined the Multifaith Council thinking that she knew a lot about other religions. "I learned I was wrong very quickly," she says.

For Abby, such dialogue has meant reaching out to Muslim

students. When the Muslims' Ramadan fast coincided with the Jewish fall holidays, she explains, "We invited the Muslim students to come pray with us during the last bit of the Yom Kippur services or join us as we were breaking the fast. It was very powerful to see the Jewish and Muslim students breaking bread together. You have this idea from what you see in the news that Jews and Muslims can't coexist. It almost gives you hope that it can happen in the world—it's this little spot of idealism, right on our campus. If we can do it here, on our campus, and bring the two groups together peacefully, all hope isn't lost."



STUDENT ACTIVITIES

WHAT WILL YOU DO TODAY? Discover all sides of yourself. What do you love to do? Is there something you always wanted to investigate? This is your chance! From politics to art, from social advocacy to fencing, from expanding your mind to discovering your passion, Wellesley offers clubs, groups, and intramural and varsity sports. There is almost no limit to the possibilities.



A CAMPUS FOR THOSE WHO DO. The Wellesley campus buzzes with activity. A club or an organization exists for nearly every conceivable interest or avocation. Also, every student has opportunities to be a leader at

Even if you're not a member of the official *Wellesley News* staff, you can choose from their list of needed topics and write articles or take photos. I found it to be a fun way to test the waters, fine-tune my journalism and photography skills, connect with people, and see up close what's happening on campus—like martial arts in the Sports Center or historical treasures in the Wellesley archives. *Melissa Evans '12*

ELEANOR BARISSEY '12

MAJOR: UNDECLARED

HOME: MIDDLEBURY, CONNECTICUT

As a member of Wellesley College Dancers, a student organization that features everything from ballet to hip-hop, Eleanor Barisser '12 is being introduced to new aspects of dance. "It's relatively new to me to have a fellow student choreographing, so that's great," she says. "It's also not classical ballet at all. It's interesting." The student choreography has also inspired her to try a hand at it herself someday.

That's not the only thing she's going to try: The College offers classes in a variety of dance forms, from jazz and modern to African dance and salsa. "That's what is so great about being here. I can try styles of dance that are new to me."

Eleanor also participates in the Ballet II physical education class,

so she can work more on her technique.

This spring, the Wellesley College Dancers performed choreographed pieces to Georges Bizet's *Carmen* to Lady Gaga's *Beautiful Dirty Rich* to Regina Spektor's *Samson*. Eleanor danced an impressive solo to Alexander Glazunov's *Raymunda*.



Wellesley, and most take advantage of them.

Student activism is always in style, whether the issue is organizing food drives or demonstrating against the abuse of cheap labor in the overseas garment industry. Wellesley encourages student participation, whether concerning local or global issues. The College's mission—to educate women who will make a difference in the world—supports a long tradition of cultivating student engagement.

CLUBS FOR MANY INTERESTS. You are bound to find a club at Wellesley that appeals to your political views, cultural traditions, artistic endeavors, or athletic and recreational interests.

You may be intrigued by one of more than 30 performance groups on campus. Many groups perform with and at other area colleges, providing opportunities to meet other student musicians and artists and to visit other campuses. Right here on campus, you can learn how to play golf or sail, become a DJ on Wellesley's radio station, WZLY, or get involved with theatre. Students also can learn to snowboard or play ice hockey, Ultimate Frisbee, or water polo. If you're a fan of Japanese animation (anime), reality alterations, science fiction and fantasy, poetry, or the Renaissance, there's a club for you as well.

COMMUNITY SERVICE. Community-service opportunities abound at Wellesley. You can teach self-defense to girls in Cambridge, tutor kindergartners in a nearby community, volunteer as a translator, help build a Habitat for Humanity house, or choose from many other on- or off-campus options.

Wellesley's motto, *Non Ministrari sed Ministrare*, (not to be served, but to serve) underscores the College's commitment to community service, which, through a number of programs, extends far beyond campus. Wellesley stipends enable more students to participate in community service opportunities. Last spring break, 35 students received Community Service Travel Grants; three traveled to an impoverished village in Peru, where they taught at a mountainside school.

RECREATIONAL ACTIVITIES

INTRAMURAL AND CLUB SPORTS. Students enjoy physical activity as an integral part of their college experience through intramural and club sport programs. Residence halls and classes have fielded intramural teams in archery, basketball, crew, soccer, squash, tennis, and volleyball. Wellesley's club sports teams compete with other schools off campus. Club sports include equestrian, ice hockey, rugby, sailing, alpine and Nordic skiing, synchronized swimming, tennis, Ultimate Frisbee, and water polo teams. The new Wellesley College Outdoor Adventure (WCOA) and Outfitter program, launched in 2008, facilitates on- and off-campus activities that foster a greater understanding and appreciation of our natural environment and teach recreational skill sets. This program further fosters student leadership through guided teaching experiences.

RECREATION, INSTRUCTION, AND WELLNESS. Wellesley offers instruction in more than 30 activities, including eight types of dance classes, four racquet sports, aerobics, archery, cardio-kickboxing, fencing, martial arts, Pilates, self-defense, strength training, swimming, Tai Chi, tennis, and yoga. Winter sports enthusiasts may pursue skiing or snowboarding at nearby Nashoba Valley; and water enthusiasts can sail, row, or canoe on Lake Waban. You also may take an aerobics or CPR certification program or complete a Boston Marathon training program. Students can play and take classes at the College's nine-hole golf course, and tennis enthusiasts can choose from eight outdoor and five indoor courts.

Scuba, rugby, sailing, ice hockey, kayaking, equestrian, skiing, rafting, archery, and frisbee are among the many activities available to all students.



Wellesley's Outdoor Adventure Program will add an extra dimension to your education. Nature is a classroom without walls where you can learn teamwork, leadership, and skills that will serve you well throughout your life. Come sleep beneath the stars, paddle a river, cook over a fire, and hike your heart out as you challenge yourself in a nurturing environment.

Britt Salapek, assistant professor, director of recreation, intramurals, and club sports. She was previously a park ranger at national parks in Alaska, Colorado, and Wyoming.



CLUBS & ORGANIZATIONS

100S

OF WAYS TO GET INVOLVED

ACADEMIC

- ASTRO
- Biological Chemistry and Biology Club
- Classics Club
- Economic Student Association
- Hippocratic Society
- Phi Sigma
- Psychology Club
- Society of Physics Students



POLITICAL

- Amnesty International
- Community Development
- Democrats
- Global Learning
- International Relations Council
- Model United Nations
- Peace Coalition
- Republicans
- Students for a Free Tibet
- WALRA (labor rights)

COLLEGE GOVERNMENT

- Campus Wide Diversity Initiative
- Class of 2009, 2010, 2011, 2012
- Committee for Political and Legislative Action (CPLA)
- Cultural Presidents' Council (CPC)
- General Judiciary
- House Presidents' Council
- Multicultural Council
- Schneider Board of Governors
- Senate/College Government
- Student Bursar
- Student Council to the Board of Trustees
- Student Organizations and Appointments Committee
- Vice Presidents of Programming Council

ART/CINEMA

- À la Mode
- Anime
- Art Club
- Film Society
- Optik
- Synergy
- Tau Zeta Epsilon (TZE)



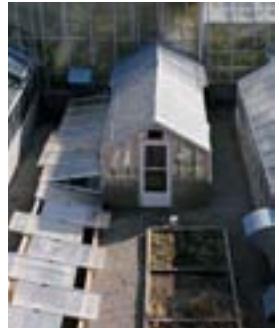
LITERARY/JOURNALISM

- Counterpoint
- GenerAsians
- Legenda
- Wellesley College Television
- Wellesley News
- Wellesley Science Fiction & Fantasy Society
- Zeta Alpha

- Wellesley Alliance for Life
- Women for Choice

ENVIRONMENTAL

- Wellesley Energy and Environmental Defense (WEED)
- Wellesley Women for Sustainable Farms and Produce



PERFORMANCE

- Awaken the Dawn (Christian a cappella)
- Ballroom Dance Team
- Blue Notes
- Body and Soul
- Choir
- Cielito Lindo
- Dance Collective
- Dead Serious
- Fiddleheads
- Freestyle
- Glee Club
- GLOW (Great Lights of Wellesley)
- Graceful Harmony Gospel Choir
- Guild of Carillonneurs
- Prism Jazz
- Shakespeare Society
- Speech and Debate Society
- Synergy
- Toons

When you come to Wellesley, don't be afraid to get involved in activities straight away. It's an excellent way to meet friends, and you really get to know some interesting people. *Mary French '09*



- Tupelos
- Wellesley Belly Dancing Society
- Wellesley Brandeis Orchestra
- Wellesley College Dancers
- Widows
- WZLY
- Yanvalou

RELIGIOUS

- AI-Muslimat
- Asian Baptist Student Koinonia
- Baha'i Association



- Church of Jesus Christ of Latter-Day Saints Student Association
- Darshana: The Wellesley College Hindu Community
- Hillel
- InterVarsity Christian Fellowship
- Ministry to Black Women
- Newman Catholic Ministry
- Real Life: Campus Crusade for Christ
- Unitarian Universalist

It's great to have an art museum on campus. The Davis Museum and Cultural Center not only is a good resource for studying art history, but also is nice to go to just for fun. *Gabriela Lopez '11*





"Work in the theatre is open to all who are willing to commit time and energy to the various productions and projects. We routinely present new work and have three working playwrights associated with Wellesley. In short, we are highly visible on campus, and our students feel a strong sense of ownership for the work they do. They are encouraged to explore all the hot-button issues of the day as well as to hone their theatrical expertise with innovation and fearlessness."

Nora Hussey, director of theatre and theatre studies



My activities really connect me to the community. Through the Recycling Committee, I've learned about Wellesley's logistical workings. Through rowing on novice crew, I've shared in the pride that ties us together. *Jane Zhou '10*

SOCIAL ADVOCACY

Best Buddies
Campus Girl Scouts
Circle K
Habitat for Humanity
Let's Get Ready
Lifetime Empowerment & Awareness (LEAP)
Organization for Mental Health Awareness
SAAFE
Sexual Health Educators (SHE)
Wellesley Women for Public Health
Women Advocates

CULTURAL/NATIONAL

Alianza
Asian Student Union
Canadian Club
Chinese Students' Association
Club Filipina
Ethos
Felding Medieval Society
German Club
Hellenic Society
Hui O'Hawaii

Italian Society
Japan Club
Korean Students' Association
Mezcla
Pakistani Students' Association
Russian Club
Slater International Association
Spectrum (Wellesley Lesbian/bisexual/transgenders and friends)
Taiwanese Cultural Organization
Vietnamese Students' Association
Wellesley African Students' Association
Wellesley Arab Women
Wellesley Asian Alliance
Wellesley Association for South Asian Cultures
Wellesley Friends of Israel
Wellesley Persian Students' Association



SPORTS & RECREATION

Varsity athletics, page 56.
Intramural, club, and recreational sports, page 53.

www.wellesley.edu/Athletics/main.html

www.wellesley.edu/admission

VARSITY ATHLETICS



In addition to outstanding academic programs, Wellesley sponsors 13 top-notch varsity athletics teams. Over the past decade, Wellesley has earned a reputation for offering one of the strongest Division III athletic programs in the country. We also offer intramural, club, and recreational sports.

NEWMAC, ECAC, AND NCAA. Wellesley holds membership in the New England Women's and Men's Athletic Conference (NEWMAC), the Eastern College Athletic Conference (ECAC), the National Collegiate Athletic Association (NCAA), and the historical Seven Sisters competitions.

Participating in intercollegiate athletics at Wellesley is just one piece of the Wellesley experience. What each student-athlete does every day is commendable; students excel in the classroom as well as on the court, in the pool, on the field, and on the water. Wellesley's scholar-athletes' skills and dedication to the College reach far beyond their athletic and academic pursuits. Many also give back in important ways.

Bridget Belgiovine, director of athletics, chair of the Physical Education Department

GOING, GOING, GONE

SINTA CEBRIAN '11

MAJOR: POLITICAL SCIENCE

HOMETOWN: SEATTLE, WASHINGTON

SPORT: SOFTBALL

When a softball is soaring toward your head, it's wise to keep your mind on

the game and not your math homework. That's how Sinta Cebrian maintains a healthy level of balance playing second base, practicing the violin, and writing poetry and creative prose. "I just focus on what I'm doing at the time, whether it's playing or studying."

Despite a late start to this year's softball season due to injuries, Sinta contributed in a big way in the post-season, blasting her first two home runs in back-to-back games, including a three-run homer that helped advance Wellesley to the NEWMAC championship game. "That felt great," she says. "I felt as though I was finally becoming the power hitter I thought I could be."

While playing second base,

Sinta anticipates an opposing player's next move or a ball's trajectory. Off the field, her ability to look ahead is helping her map out future plans. Currently, she is working toward a career in education policy reform in urban schools and hopes to participate in Teach For America upon graduation. She remarks, "I think it's important to have classroom experience before I start working on reforming policies."

Knowing the challenges that lay ahead in the classroom, Sinta, in an upcoming internship, will teach and work with young students with severe behavioral issues. "I see this as a good opportunity to test my current capabilities and limitations and to prepare for the realities of my future work."

ATHLETIC FACILITIES. The Nannerl O. Keohane Sports Center, named after Wellesley's 11th president, is the athletic facility where scholar-athletes compete and train. It is also the focal point for physical activity, recreation, and wellness for Wellesley students, faculty, and staff. The centerpiece is the Dorothy Towne Field House basketball arena. In addition to a hardwood court, the field house has five indoor tennis courts, a four-lane 200-meter track, and cardiovascular equipment, including stairmasters, stationary bikes, treadmills, and rowing machines. Located within the Sports Center are a multipurpose gymnasium/volleyball arena, two dance/yoga studios, six squash courts, a sports medicine facility, and a weight training room with Life Fitness and free weight equipment.

Connected to the Sports Center is Chandler Pool, one of the finest swimming and diving facilities in New England, and the host site for numerous championships. It boasts an eight-lane 25-meter pool and a separate diving pool. An impressive athletic field complex consists of an eight-lane track, an artificial turf field, a soccer field, eight tennis courts, and a softball mini-stadium. Here, field hockey, lacrosse, soccer, softball, and tennis varsity athletes train and compete on superbly maintained outdoor fields. Nehoiden Golf Club is the College's own nine-hole golf course where varsity golfers practice and compete. The Daly Rink along the Charles River is home for the Wellesley crew team.



VARSITY TEAMS

BASKETBALL
CREW
CROSS COUNTRY
FENCING
FIELD HOCKEY
GOLF
LACROSSE
SOCCER
SOFTBALL
SQUASH
SWIMMING & DIVING
TENNIS
VOLLEYBALL

NEW SPORTS, NEW ATHLETES. Some athletes with previous sports experience, as well as some with no prior experience, develop a passion for a new sport at Wellesley. A student may simply try a new sport or discover in a physical education class that she has talent in a new area—such as fencing or squash. Each



year, several athletes who have never rowed join the crew program—the only varsity sport to field a novice team. The Wellesley diving coach welcomes former gymnasts and finds their tumbling skills and spatial awareness to be very adaptable to diving techniques.

More on athletics at Wellesley: www.wellesley.edu/Athletics/main.html

Swimming is supposedly an individual sport, but I don't believe anyone on our team thinks of it that way. Everyone supports each other, which is how I see Wellesley in general.

Savanna Johnson '09

TEAM FRIENDSHIP

KATIE GOSLING '10

MAJOR: ENGLISH, PREMED TRACK

HOME: PALO ALTO, CA

SPORT: CROSS COUNTRY

"Other athletes think cross country runners are crazy," says Katie Gosling. "During races, we voluntarily run up hills and through mud for three miles. We do this in electric blue spandex while wearing shoes with $\frac{1}{4}$ " metal spikes—but there's nothing we love more. The Wellesley Cross Country Team is my surrogate family. We're more than just friends. We are a constant presence in one another's lives. The team is there when I need advice about classes or need to borrow a pair of running socks because I've forgotten mine for the millionth time. They're even there to eat dinner with after practice when I smell bad and my non-running friends refuse to sit with me! People who love you when you're covered in dried sweat and mud—they're special. They are my Wellesley teammates."



A DRIVE TO DIVE

KATE SORENSEN '09

MAJOR: MATHEMATICS

HOME: BOLTON, MASSACHUSETTS

SPORT: DIVING

A campus lip-syncing contest can lead to hysterical laughter, a \$250 prize, and, for one unsuspecting first-year, a new varsity sport—diving.

After reluctantly signing up for a lip-syncing contest with a friend, Kate "Sprout" Sorenson, a high-school gymnast, boldly spiced up their act with backflips, handstands, and handsprings. She wowed the crowd, received the grand prize, and later got an email from a member of the Diving Team that read, "You really should consider diving next year."

Kate began working with Wellesley Diving Coach Joe Chirico,

who built her skills from the ground up using Wellesley's trampoline, analyzing recordings of dives, and spending countless practice hours in the pool. As a senior, she is an NCAA All-American who placed fourth on both the 1- and 3-meter boards at the NCAA National Swimming and Diving Championship. Kate was also the first woman in Division III championship history to attempt a dive with a degree of difficulty of 3.0 (back $2\frac{1}{2}$ pike). She also blasted through all College records for diving. All this for a woman who started out as a rookie her sophomore year.

Next year, Kate heads to Harvard Graduate School of Education; she plans to teach high school math and has an eye on coaching both diving and tennis someday.

DIVISION III & HAVING IT ALL

JULIA MCPHEE

ASSISTANT PROFESSOR, LACROSSE COACH

Wellesley's Division III athletic program provides departmental support, seriousness of purpose, professional coaching, high-level training and competition schedules, and individual focus. These are essential to scholar-athletes at the top of their sport in order for them to stay motivated and challenged, as well as to succeed. No longer does an athlete need to choose between being "a Division I small fish in a big pond" or a "Division III big fish in a small pond." Division III offers great opportunities to be a "big fish in a big and growing pond." Elite scholar-athletes are discovering that, at a Division III school like Wellesley, one really can have it all.

As someone who has played competitive athletics since the age of 10, the only balance I know is a day that consists of classes, coursework, and a rigorous practice. Athletics not only adds to your experience in college, but also deepens and enriches it, giving you skills that cannot be taught in the classroom. *Sarah Odell '10, Varsity Squash*

Sarah Odell '10, a religion and English major from Chester Springs, Pennsylvania, is a Varsity Squash starter who will serve as co-captain of the team in the 2009–10 season.



ON THE ATTACK

ALICE KATE CUMMINGS '10

MAJOR: ECONOMICS AND MATH

HOMETOWN: TALLAHASSEE, FLORIDA

SPORT: VOLLEYBALL

"I'm short. I'm not a naturally high jumper. I'm not built for volleyball at all." Alice Kate [aptly nicknamed AK-47 by her teammates] initially presents no evidence that supports her position on the Volleyball Team. Then she adds, "But I am an athlete. I'm able to take my athleticism and apply it to the sport I'm passionate about." Alice Kate's modest description belies her accomplishments as a powerful outside hitter and a two-time academic-award recipient. She was also named to the All-Academic NEWMAC team.

When discussing the sport she loves, Alice Kate is not so reserved. "Volleyball is underappreciated; it takes a lot of work, but it is so much fun!" She was passionate enough about volleyball to make it a significant factor in her college search. "I was leaning toward

larger coed universities, but kept an open mind when I visited Wellesley. It was February and really cold," says the Florida native, "but everyone was so nice and welcoming. I decided I really wanted to play volleyball, not just sit on the bench or be a spectator."

At Wellesley, Alice Kate also has become an important contributor as a member of the Student-Athlete Advisory Council. She particularly enjoys helping first-years adjust. When out of the classroom or Sports Center, Alice Kate likes to explore the campus, "especially the nooks and crannies of the Science Center," and she looks forward to expanding her academic exploration with an art class next year.

No matter where the busy day of this student-athlete takes her, Alice Kate likes to start it the same way: reading from a nonrequired book, usually recommended by her mom, over breakfast. "Some people don't want to read on top of their assignments, but I enjoy it, and my mom has great taste in books."

SEASON HIGHLIGHTS

In 2008–09, Wellesley captured first place in the NEWMAC Conference standings in Tennis and second in Volleyball, Crew, Field Hockey, and Softball. In Seven Sisters competition, Wellesley clinched the title in Swimming & Diving and Tennis while placing second in Crew.

Two teams qualified for the NCAA D-III playoffs: Tennis and Volleyball; and eight individuals qualified for Nationals. The Squash Team captured the Chafee Cup at the Howe Championships.

Twenty-nine Wellesley scholar-athletes earned places on NEWMAC All-Academic Teams; 31 earned places on All-Conference Teams; and 16 were named All-Region selections. Wellesley also had five national All-American selections.



WELLESLEY VARSITY ATHLETICS



FIELD HOCKEY

LACROSSE



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SQUASH

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VOLLEYBALL

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BASKETBALL



FENCING



SWIMMING & DIVING



CREW

TENNIS

GOLF



SOCER



CAMPUS AND
BEYOND

61

FAVORITE
CAMPUS PLACES
AND OFF-CAMPUS
ACTIVITIES

62

BOSTON AND
CAMBRIDGE

64

BOSTON BY
THE NUMBERS

66

GETTING
TO BOSTON

67



60

CAMPUS AND BEYOND

NATURAL BEAUTY AND COSMOPOLITAN APPEAL. Stroll a campus renowned for its beauty, state-of-the-art facilities, and diverse architecture. Or perhaps take a short walk into the picturesque, thriving town of Wellesley. Or hop on a train or bus to Boston/Cambridge, among the most cosmopolitan cities in the United States, with restaurants, museums, sporting events, cinema—all the amenities of a highly livable city. When you come here, be ready to explore.

A CELEBRATED CAMPUS. The Wellesley College campus extends over 500 acres of woodlands, meadows, and water. Its design was influenced by the emerging park ideas of Frederick Law Olmsted, the landscape architect who planned New York's Central Park. Within 30 minutes are the cities of Boston and Cambridge and all of their cultural, educational, and entertainment resources.

In the fall, Wellesley's wooded campus looks as if it has been splattered with paint, with foliage turning variations of red, orange, and yellow. In the winter, a blanket of white often covers the grounds. And, in springtime, the campus comes alive with blooming daffodils, rhododendrons, and lilacs. In this setting, you will be living among towering brick buildings, Gothic architecture, and modern structures.

Wellesley is a walking (or cycling) campus just a five-minute walk from Wellesley Center, or "the Ville," as students call it, with shops, restaurants, and additional transportation to Boston and Cambridge. Buses to the cities also leave every hour from campus.

DESIGNED FOR ENGAGEMENT. "Arguably, Wellesley's main architectural attraction is not architecture at all, but its hundreds of acres of sublimely bucolic, historically resonant park-like landscape featuring

forested hills, manicured gardens, rolling lawns, meadows, pastures, a botanic garden, and the lake, designed, among others, by Frederick Law Olmsted, Jr. A hundred-year succession of distinguished architects, including Ralph Adams Cram, Paul Rudolph, and Raphael Moneo,

designed the campus's buildings, which, albeit of high quality, sit in demure quietude, often simply punctuating critical moments on the land," writes Sarah Williams Goldhagen on Architecture/Dorm Art for *The New Republic* (November 13, 2006).



FAVORITE CAMPUS PLACES

A STUDENT SAMPLER:

Lake Waban in the morning offers the most serenity you'll probably ever achieve outside of Tibet. Just watch out for swan attacks.

Whitin Observatory, because of the stash of teas, beautiful telescopes, armchairs, and faculty who are always willing to spend hours talking about asteroids and undergraduate education.

The window seats on the ground floor of the Clapp Library. In comfy seating, you get a great view of the lake and the fountain.

The WZLY studios. I like music. A lot. So it's great to have a

space on campus where the walls of CDs and records seem endless. At WZLY, I experience new music before it hits the shelves at record stores, and I play what I want to hear on-air.

The Anderson Forum in the Lulu. It has cozy furniture, a gigantic fireplace, and sweeping views of Lake Waban. It's a great place to hang out with friends.

The dock by the boathouse in the fall—seeing all the colors of the trees.

All the cool staircases. The "Romeo and Juliet" and "Platform 9 3/4" staircases provide popular shortcuts and are most unusual landmarks.



Shakespeare House. I am always certain to find a few Shakespeare Society members sitting around and chatting, and someone usually ends up making cookies; there's always time for plenty of dance breaks if you're doing homework.

The outdoor fire pit outside Punch's Alley (the pub). Mid week, we make s'mores then go inside and watch *Project Runway*. The Lulu is always packed, so it gives me a great chance to catch up with people.

WELLESLEY: A WALKING (RUNNING, CYCLING, PLAYING) CAMPUS



There is an overwhelming amount of positive energy in the Lulu—a palpable sense of openness and freedom that creates a great environment for a study break.
Marion Johnson '09

I like studying in the Sage Lounge of the Science Center with my friends. We take breaks to talk about anything and everything over snacks ranging from Pringles to Chinese guava rolls. We come from our respective academic sides—mine, the humanities; theirs, the sciences—and meet in the middle: shopping, food, and boys. I found that we do in fact, speak the same language. Although their huge bio and chem books tower over my little Machiavelli text, I get the last laugh when it comes time to pack up and head back to the res halls. Juliet Bu '10



FAVORITE OFF-CAMPUS ACTIVITIES

A STUDENT SAMPLER:

Walking over the bridge from Cambridge (MIT) to Boston at night and admiring the skyline
Eating dim sum in Chinatown or a Bartley's burger in Cambridge
Watching movies and going to concerts on Boston Common
Going on a Duck Tour
Walking the Freedom Trail
Shopping on Newbury Street
Eating hot dogs at Castle Island
Visiting the Museum of Science with my science friends
Salsa dancing anywhere in Boston or Cambridge
Sipping tea at Tealuxe in Cambridge
Going to parties at Harvard and MIT
Going to music and dance clubs
Enjoying festivals in the North End

Watching seals at the Aquarium
Going to the Museum of Fine Arts (free!)
Meeting friends at Quincy Market
Wading in the Frog Pond in Boston Common
Seeing the city from the Top of the Hub at the Pru
Watching street performers in Harvard Square
Walking from the Boston Public Library to Faneuil Hall
Drinking coffee in little cafés; hot chocolate at Burdick's in Harvard Square
Walking along the Charles River in the spring
Cheering the Red Sox to victory at Fenway Park
Dancing to live music at the Middle East



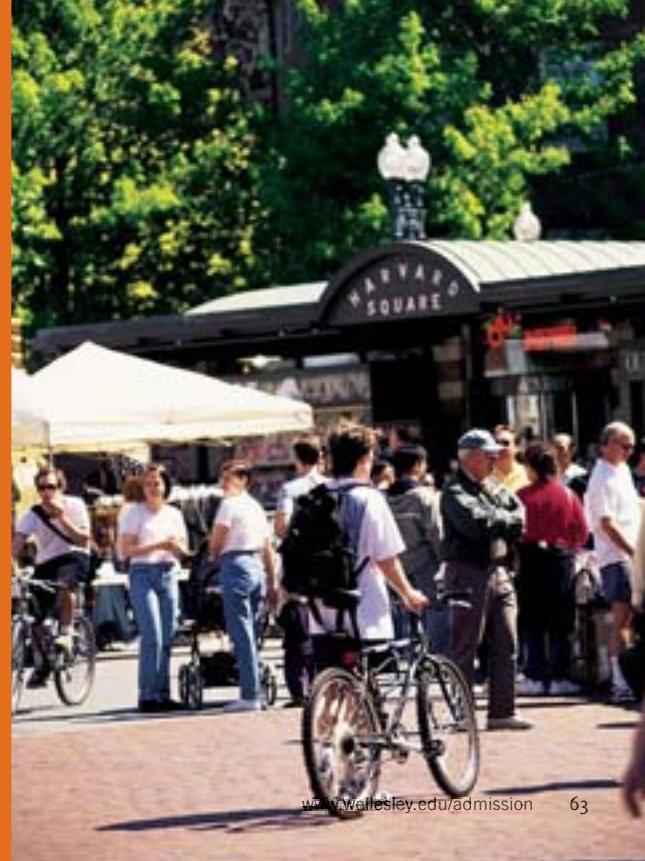
Going to poetry slams
Browsing at the MIT Press Bookstore
Playing coed soccer at MIT
Swing dancing in Cambridge
Cheering for runners in the Boston Marathon
Volunteering at Symphony Hall

Taking the Chinatown bus to NYC for \$15 (one way)
Teaching self-defense to girls in Cambridge
Sailing on the Charles River with friends
Seeing new exhibits at the Institute of Contemporary Art

BOSTON AND CAMBRIDGE: ARTFUL, ACTIVE, SPORTY, LIVELY CITIES



In Boston, my friends and I like to visit art museums, many of which are free for Wellesley students; shop at the Prudential Center and other malls; and ice skate on Frog Pond on the Boston Common in the winter. This past year, I began taking yoga classes at a Boston studio. It is also easy to become involved in a number of inter-collegiate organizations, such as orchestras, spoken word groups, ballroom dancing teams, and cultural organizations. There is also a surprising number of opportunities to volunteer or be an activist for a cause. On most weekends, many of my friends take advantage of the close proximity to Boston to attend parties or other social events at local universities. The weekday Exchange bus and weekend Senate bus make Boston easily accessible. Paola Reyes '09



BOSTON AND CAMBRIDGE

MORE THAN 250,000 COLLEGE STUDENTS CALL BOSTON HOME. Wellesley is located in a western suburb of Boston, only a stone's throw away from the major attractions of the city.

A MYRIAD OF DESTINATIONS. It is easy to understand why Bostonians boast about their city. With its natural beauty, history, and many cultural, academic, medical, and artistic institutions, Boston is like no other place in America. Other cities claim to be the Athens of the World, but no other fits the description so well.

Boston and Cambridge are home to a number of museums, theatres, entertainment arenas, and other attractions. Among the better-known museums are the Museum of Fine Arts, the Isabella



I appreciate Wellesley's proximity to Boston. I feel as though I get the best of both worlds here: I can easily access all that Boston has to offer in terms of cultural activities, recreation, and meeting students from other schools in the area. Still, I can always come back to Wellesley, away from the crowds of the city. *Megan Gross '07*

Stewart Gardner Museum, the Institute of Contemporary Art, the Computer Museum, and the Museum of Science, as well as Harvard's Fogg, Sackler, Busch-Reisinger, and Peabody museums.

Boston is also home to the renowned Boston Symphony Orchestra, the Boston Pops, and the Boston Ballet. The theatre district downtown should be a destination if you're interested in topflight productions, some of which make trial runs in

Boston before moving on to Broadway. The American Repertory Theatre in Cambridge is also a well-respected local company. All of these sites are accessible by public transportation.

Cambridge, home of Harvard and MIT and often referred to as Boston's "Left Bank," is said to have the most Nobel Prize winners, street musicians, coffeehouses, and bookstores per capita.

If history is your interest, Boston has plenty of it. You can walk the Freedom Trail and visit Faneuil Hall, Paul Revere's house, the Old North Church, the Old State House and the New State House, or the USS Constitution—the oldest commissioned warship afloat. The John F. Kennedy Library and Museum pays tribute to Massachusetts' favorite son.

It's fun to take a walk around Boston Common and ride the swan boats, go to outdoor concerts at the Hatch Shell on the Charles River, or visit the New England Aquarium. If gallery hopping is your pastime, don't miss Newbury Street, where you also can browse or shop if you're so inclined. Other great shopping destinations include Copley Place, Boylston Street, and Faneuil Hall Marketplace. For a meal or snack, the North End is known for authentic Italian cuisine, and Chinatown for traditional Asian cuisine. There are also countless cafés and restaurants in the South End, Back Bay, and Harvard Square.

Several annual collegiate events highlight the school year. In the fall, the Head of the Charles Regatta is an opportunity to watch the best college crew teams compete on the Charles River. The Harvard-Yale football game also provides an occasion of great festivity and numerous parties. In the winter, Boston College, Boston University, Harvard, and Northeastern battle for the hockey trophy in the famed Beanpot Tournament.

If you're a baseball fan, attending a Red Sox game at historic Fenway Park is an experience to relish. Few ballparks let you get so close to the action, and Boston is known for its zealous sports fans.

INTERNSHIPS AND CROSS-REGISTRATION. Boston is a financial hub, leading medical and pharmacology center, and a high-tech incubator. It is also home to a vibrant arts scene and a competitive media market, and is the seat of state government, regional federal offices, and the Boston Federal Reserve. All offer internship opportunities the enterprising students. Wellesley's Center for Work and Service arranges on-the-job experience with access to thousands of internships.

Cross-registration with MIT also gives you a chance to explore academic options off campus and provides an excuse to make frequent visits to Harvard Square, which teems with students and offers a number of opportunities to enjoy a latte.

DISCOVERING THE CITY

PORSHA EDEN '10, ARLINGTON, MASSACHUSETTS
MAGDALEN REEDER '10, LAUREL, MISSISSIPPI
OLINDA HASSAN '10, TUCSON, ARIZONA
AMY WANG '09, TROY, MICHIGAN
ZHENYA KARELINA '10, DAYTON, OHIO

United by, among other interests, music and their love for sushi, Porsha, Magdalen, Olinda, Amy, and Zhenya became friends during the first week of school.

Although busy with academics and meetings during the week, on weekends they are out discovering the many unique opportunities Boston has to offer.

There are so many choices. No matter what your interests, you'll have countless options. The following is a sampling of places we've been and things we've explored thus far this year.

Cultural events throughout Boston provide a unique opportunity for us to learn about the diversity that is everywhere in this amazing city. In October, we went to a poetry reading at Northeastern University in celebration of Caribbean and African culture. At this show, entitled "Beatless," students, as well as professionals from Def Jam, performed.

We also attended a party and step show at MIT, as well as a poetry reading entitled, "III Vibe Spoken Word Experience," which was hosted at an intimate setting with music, poems, and readings. This was



followed by a great party. We enjoyed another MIT event called "Pulse," a celebration of African Americans through dance, music, poetry, and other performances. And in December we went to the *Nutcracker*, a long-time Boston holiday tradition.

Once, when we were craving some fresh fruit and groceries, we went to Boston's famed Haymarket, where local farmers come to sell their freshest goods. The North End, which is the Italian district, is a fun neighborhood to explore. Here, we indulged in delicious gelato and espresso. You could satisfy

almost any possible Italian food craving here.

Fall is a beautiful time in New England. In October, we lined the Charles River for the Head of the Charles Regatta, where thousands of people gathered to watch rowers compete from all over the world.

On Sunday afternoons in the fall, Memorial Drive in Cambridge is closed to traffic, so you can rollerblade, ride your bike, skateboard, or just amble along the Charles River. We missed that opportunity this fall, but look forward to that, as well as many other new city excursions, next year.

A HOME RUN

JESSICA JOHNSTON '09
MAJOR: POLITICAL SCIENCE
HOME: NORTH BRANCH, MINNESOTA

While a scant handful of her high-school classmates left Minnesota for college, Jessica Johnston (*below right*) ventured to New England to attend

Wellesley. From the start, Boston has played an important role in her college experience. She has taken a class at MIT, worked as a legislative intern at the State House, experienced her first Nor'easter, and watched a Red Sox game at Fenway Park. (Despite immersion in Red Sox Nation, she somehow emerged a New York Yankees fan.)



On the weekends, Jessica enjoys taking the bus into Boston with her friends and getting to know her adopted city. "Boston and Cambridge are fantastic places to explore," she notes, having learned early on about "smoots" on the scenic Harvard Bridge that connects Boston and Cambridge. "Both cities are very walkable, so the best thing you can do is stay off the T and walk from place to place to get to know your surroundings. I didn't begin to fully appreciate Boston until I came up from underground!"

"It's hard to believe that, just a couple of years ago, I was a country girl who could barely cross the street! Now, I've embraced Boston and can't wait to see what I'll find here next. At Wellesley," she says, "you really have the best of both worlds: the verve and vitality of a cosmopolitan city nearby and a quieter haven to come home to."



The concerts hitting the Boston area have been pretty awesome this semester. I am really into music, all genres and styles. I am into the old school, you know, the stuff of our parents' generation—rock, country, indie, and rap. While I can appreciate a diverse range of music, I have to say that I love, love, love jazz. *Loren Saulsberry '10 (above right)*

BOSTON BY THE NUMBERS

80

There are more than 80 colleges in the Greater Boston area.



getting there

PROVIDENCE: 1 hour

CAPE COD: 1.5 hours

NH & VT MOUNTAINS:
3 hours

NYC: 4 hours

MONTREAL: 5 hours



red SOX

You can enjoy professional sports—Boston Red Sox, New England Patriots, Boston Celtics, New England Revolution, and the Boston Cannons (lacrosse).



BOSTON & CAMBRIDGE ARE INTERNATIONAL

cities. You can experience a vast range of ethnic celebrations, music, restaurants, and sports; and you can explore neighborhoods where people speak Spanish, Haitian Creole, Chinese, Portuguese, Cape Verdean Creole, Vietnamese, French, Italian, Russian, Arabic, and Somali.

internships

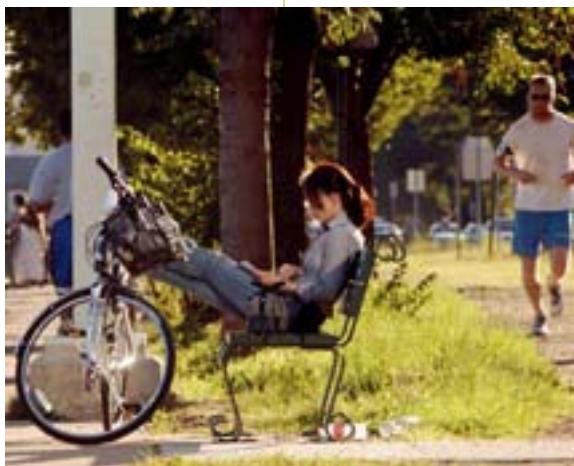
The financial, high-tech, medical, research, cultural, and nonprofit organizations and institutions in the Boston area, coupled with the database of thousands of internships at the Center for Work and Service, offer countless opportunities for students.



1

Boston ranks number one in academic environment, cultural and social resources, quality of life, and professional opportunities by the College Destinations Index, a nationwide rating of higher education destinations.

Travel & Leisure has called Boston the biggest small town in America.



live music

The music scene in Boston and Cambridge is legendary, with pulsing music venues at clubs, concert halls, and jazz bars. There's also a flourishing rock scene, as well as the classical Boston Symphony. Alternative, indie, hip, folk, jazz, blues, reggae, electronic, and street performers further enliven city life.



a walking city

You can walk all around Boston, enjoying the sights and neighborhoods, and even cross the Charles River via one of its scenic bridges to get to Cambridge. Or you can hop on the T, also a safe and convenient way to travel throughout the city. You really don't need a car. In fact, it's better without one.



The Boston area is full of American history—Bunker Hill, Paul Revere's home, the Old North Church, and Lexington/Concord, where "the shot heard 'round the world" was fired.



A vibrant city, Boston boasts a skyline of distinctive architecture, including the Prudential Tower, I.M. Pei-designed John Hancock Tower, Trinity Church, the Hatch Memorial Shell on the Esplanade, used by the Boston Pops for concerts, and the winding Charles River, which separates Boston from Cambridge.



GETTING TO BOSTON

I2 miles

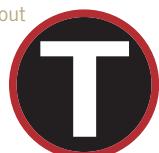


FREE

THE MIT EXCHANGE BUS provides transportation between Wellesley and MIT for Wellesley and MIT students at no charge. The bus runs from 7 a.m. to 11 p.m. weekdays (last stop at MIT at midnight).

THE SENATE BUS runs once an hour to Boston and Cambridge during the day and every 40 minutes at night, from Friday evening through Sunday evening. The last bus on Saturday night arrives back at Wellesley at approximately 4 a.m. Tickets are \$3 each way.

SUBWAY You can take the Senate bus to the Woodland MBTA subway station, about 15 minutes away. The subway goes to downtown Boston or connects to points in Cambridge, running every 7 to 10 minutes.



COMMUTER RAIL The commuter rail station in the town of Wellesley is about a five-minute walk from the entrance of the College. The train will leave you off in South Station.

WELLESLEY AND
YOU: VISITING,
AFFORDING,
AND APPLYING

69

"IS WELLESLEY
RIGHT FOR ME?"
VISIT US AND
FIND OUT

69

"CAN I AFFORD
WELLESLEY?"
A FEW WORDS
ABOUT
FINANCIAL AID

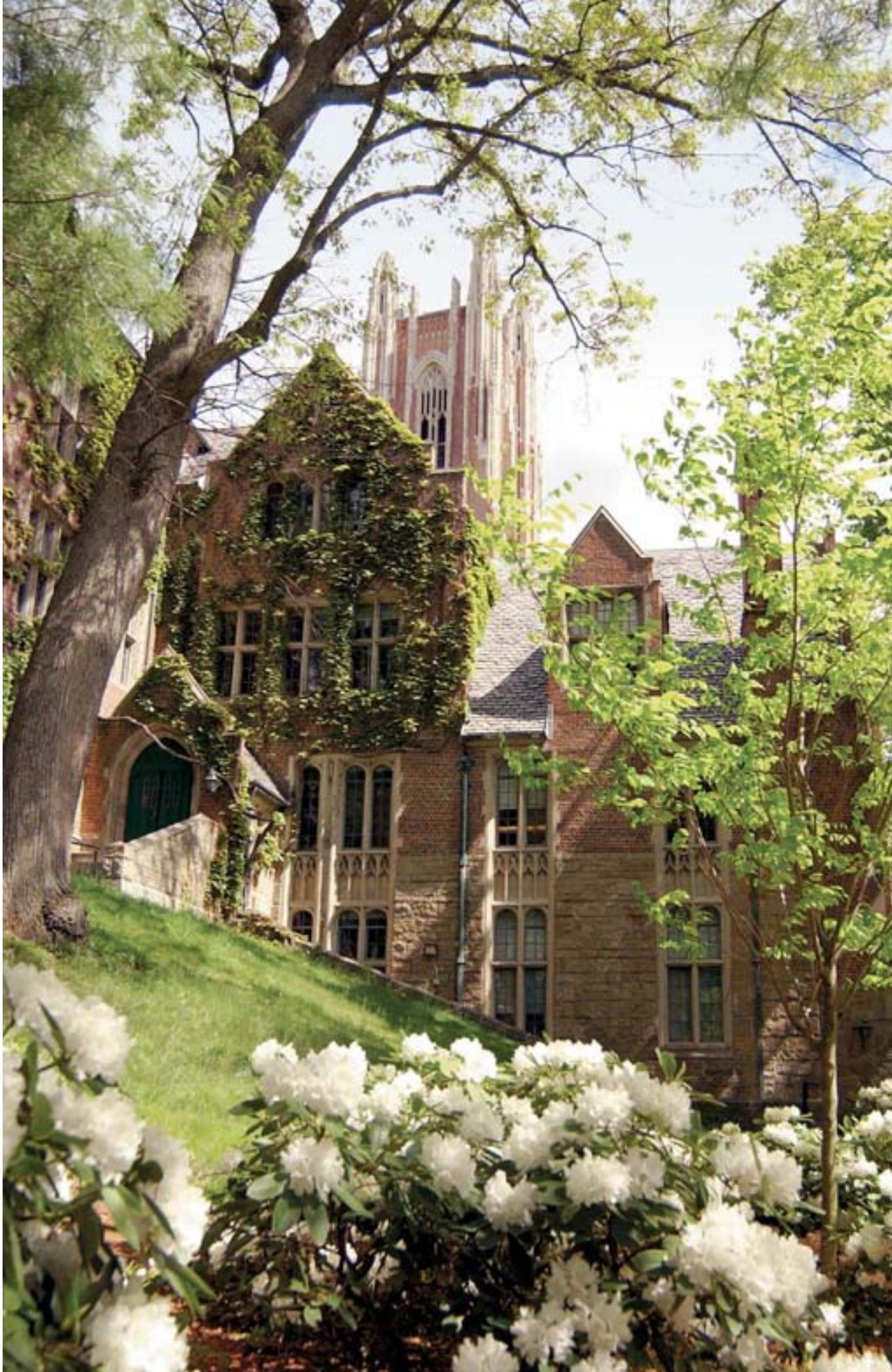
70

"HOW DO I APPLY?"
THE ADMISSION
AND FINANCIAL AID
PROCESS

72

TRAVEL
DIRECTIONS

74



68

WELLESLEY AND YOU: VISITING, AFFORDING, AND APPLYING

LEARN ABOUT WELLESLEY. Wellesley is highly competitive and provides a rigorous educational experience. Our goal is to find the candidate who is likely to succeed here, the young woman whom we can help prepare to make a difference in the world. Once that candidate and Wellesley discover each other, we will do everything we can to enable that student to attend. We do not want to lose a single student because she feels she cannot afford a Wellesley education.

“IS WELLESLEY RIGHT FOR ME?” VISIT US AND FIND OUT

Choosing the right college ultimately comes down to you—where do you feel most comfortable? Can you imagine yourself among the students already attending? Is it where you want to spend four of the most important and formative years of your life? The best way to answer these questions is to visit.

We hope that you will gain firsthand knowledge of Wellesley by visiting our scenic 500-acre campus 12 miles west of Boston and by touring our historic—as well as state-of-the-art—buildings and facilities. We urge you to arrange a visit and spend as much time as your schedule permits. In addition, we hope you will have the opportunity to spend some time in Boston, with its natural beauty and history, as well as its many cultural, academic, athletic, and recreational venues.

We suggest that you take advantage of the campus programs offered by the Office of Admission, and that you explore on your own as well. Please refer to the Admission calendar at www.wellesley.edu/admission for an up-to-date schedule of admission programs.

ADMISSION OFFICE. Admission hours are Monday through Friday from 8:30 a.m. to 4:30 p.m. and some Saturdays in the fall and winter. Please check our website (above) or call for an up-to-date schedule.

TOURS. Student-guided campus tours are available to students and their families. They generally last one hour or a little more. You will get to see many parts of campus, including classrooms and a residence hall. You will also have the opportunity to ask your tour guide questions.

GROUP INFORMATION SESSIONS. Led by an Admission staff member, information sessions provide a 45-minute introduction to Wellesley for you and your family. They focus on the academic and extracurricular

opportunities at Wellesley, as well as admission and financial aid procedures. You will also have ample time to ask questions. Information sessions are offered at 9 a.m. and 1 p.m., Monday through Friday, during the months of April, June, July, August, and October. No appointment is necessary.

CLASS, LUNCH, AND OVERNIGHT VISITS. We invite high school seniors to sit in on a class, have lunch with a current student in a residence hall, and/or stay overnight with a student while the College is in session. These opportunities will enable you to experience a taste of life at Wellesley and better help you to envision yourself as a Wellesley student.

INTERVIEWS. A personal interview provides the opportunity to exchange information. We get to know you—who you are, how you think, and why you would be a good fit with Wellesley. And you get to learn more about Wellesley. We strongly recommend an interview, though it is not required for first-year applicants. You need not have applied to request an interview, and the lack of an interview will not affect your chances of admission.

You may schedule either an on-campus or off-campus interview. Each contributes equally to the overall application.

On-campus interviews are available to high school seniors through December 31 and to juniors after April 1. In addition, admission counselors are available daily to answer any questions you may have. To schedule an interview, please call us at 781-283-2270 at least two weeks before you plan to visit.

Off-campus interviews. If you would prefer an off-campus interview, you may request one with a Wellesley alumna representative in your area, and we will do our best to match you with one. Please complete the interview request form at: www.wellesley.edu/admission/offcampusinterview



TO MAKE AN
APPOINTMENT

OFFICE OF STUDENT FINANCIAL SERVICES.

To meet with a financial aid officer during your visit, call the Office of Student Financial Services in advance at 781-283-2360 for an appointment.

WELLESLEY VARSITY COACHES. To meet with a Wellesley College coach, please contact the specific coach directly to make an appointment. See page 59.

"CAN I AFFORD WELLESLEY?" A FEW WORDS ABOUT FINANCIAL AID

Once you've chosen a college, your next question may be, How am I going to pay for it? You are not alone—particularly in today's economy, paying for college can be a daunting challenge. However, we want you to know one thing after reading this section:

Wellesley may be more affordable than you think.

Wellesley is one of the nation's top schools in its commitment to financial aid. A number of features of our financial aid program are designed to help every qualified student attend Wellesley. Here are some examples.

NEED-BLIND ADMISSION. For U.S. citizens and permanent residents, we do not consider your ability to pay when making admission decisions. Period. Wellesley offers admission based on your talents, demonstrated skills, and our belief that you will succeed here. We want each class to represent all backgrounds and experiences.

MORE SCHOLARSHIPS, FEWER LOANS. Our mission is to help prepare young women to make a difference in the world. That is tough to do when you are saddled by a mountain of student debt! The majority of the financial aid that Wellesley provides is in the form of grants or scholarships—money you won't have to pay back. In fact, the average loan burden for a Wellesley student is among the lowest in the nation.

WE WILL MEET 100% OF A STUDENT'S NEED. The cost of college is more than tuition and room and board—there are also books, supplies, travel expenses. We are committed to providing the funds necessary for a full educational experience at Wellesley. Our average scholarship grant is more than \$32,000—one of the most generous in the country. And, nearly 40 percent of our scholarships exceed the cost of tuition.

NO HIDDEN COSTS. Wellesley students do more than simply go to class for four years. They attend campus activities, such as films, concerts, and social events—virtually every one of these activities is free with a Wellesley ID. Many of our students also study abroad, undertake research, attend academic conferences, and participate in internships. Wellesley offers funding for each of these activities as well. We want every student to experience the full richness of a Wellesley education.

WE ARE HERE TO HELP. We're committed to working with each family to make sure that every student who's admitted to Wellesley can attend. We sit down with families, go over the numbers, and explore all the options. Wellesley also provides financing options to assist families who do not qualify for aid. Counselors in Student Financial Services are ready to assist you.



COSTS AND FINANCIAL AID

Comprehensive fees (2009–10): \$49,848

Tuition: \$37,826

Fees: \$236

Room: \$5,980

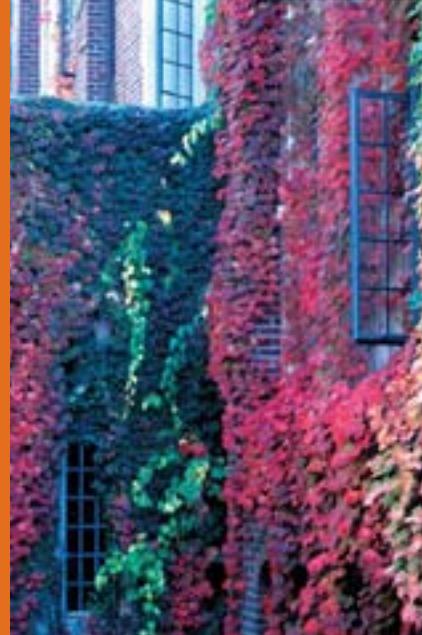
Board: \$5,806

Students receiving financial aid
(2008–09): 56 percent

Total distributed in grants, work, and loan assistance (2008–09): \$40 million

Average yearly financial aid package
(2008–09): \$33,843

Percent of financial aid package that is scholarship aid—a gift or grant from Wellesley: 96%



FINANCIAL AID BY THE NUMBERS

56%

of students received financial aid in 2008–09.

need blind

Wellesley's admission process is "need blind" for U.S. citizens and permanent residents, which means that the College admits students without regard to their family's ability to pay. Wellesley's commitment to provide a superior undergraduate education to students, regardless of their economic status, results in a talented student body from a wide range of economic backgrounds.

\$33,843

Average yearly financial aid package in 2008–09.

WELLESLEY MEETS 100%

of a student's need, as determined by the College's financial aid policies. For example, if a student's financial aid eligibility is \$28,000, the College will meet that entire amount through grants, loans, and work-study.



When assessing a student's financial need, the College looks at a broad range of expenses in addition to tuition and room and board. We consider expenses for books, personal items, and travel for students who live at a distance.



MORE SCHOLARSHIPS. FEWER STUDENT LOANS.

To reduce student debt, and in some cases eliminate it, Wellesley has replaced many student loans with scholarships. Wellesley is committed to keeping student loan levels low, so that financial constraints don't limit a student's choices upon graduation. For examples of packaged loan levels and monthly payment amounts, go to www.wellesley.edu/admission/financialaid



#4

Wellesley is ranked fourth on the *U.S. News & World Report* "Best Value" list of liberal arts colleges. This ranking is based on the percentage of students who receive grants based on need, the average cost of attendance after receiving grants based on need, and the average discount on the total cost of attendance.



free

Virtually all activities at Wellesley—lectures, concerts, films, and social events—are free with a Wellesley ID. This is also true for many events at area colleges. Bus transportation into Boston and Cambridge is free during the week and costs a nominal amount on the weekends.

FAQs FREQUENTLY ASKED QUESTIONS

Will financial aid continue for four years?

Yes, although you must reapply each year to demonstrate that there are no changes in your financial situation and that you continue to make satisfactory progress toward your degree. You also must retain at least a C average.



SFS

Student Financial Services counselors guide families through the financial aid process and help them understand requirements, financing options, and the details of their financial aid award.

To talk with or schedule an appointment with a financial aid officer, contact us at

781-283-2360 or finaid@wellesley.edu



Am I eligible for loan programs or payment plans if I don't qualify for financial aid?

Yes. If you do not meet financial aid eligibility criteria or if you do but have cash-flow concerns, you can take advantage of low-interest loan programs and Wellesley's monthly payment plan. For dependent students, the parties borrowing or paying under these plans are usually parents.

Is financial aid available for exchange and study abroad programs?

Yes. Students studying abroad are able to take their financial aid to Wellesley-approved programs. A student's financial aid is based upon a cost of attendance that includes Wellesley's home tuition and fees, the program's room and board and other billed costs, an allowance for travel, and an allowance toward expenses for personal items and books. Student health insurance is also mandatory.

Is financial aid available for international students?

Yes, but only for a limited number. That means admission is highly competitive for international students who apply for financial aid.

These students must apply through the Regular Decision Plan. For details, go to www.wellesley.edu/SFS.

If you are a U.S. citizen living abroad or a permanent resident, you are considered under the same financial aid policies that apply to U.S. citizens living in the United States.

"HOW DO I APPLY?" THE ADMISSION AND FINANCIAL AID PROCESS

The ideal Wellesley candidate is intellectually curious, hungry for a challenge, engaged in the world, and committed to discovering her place in the world. She enjoys grappling with difficult questions and thinking about original and thoroughly reasoned answers. She is highly motivated, has demonstrated evidence of leadership, and, most of all, is prepared for and excited about perhaps the most stimulating challenge of her life.

Our Board of Admission encourages anyone who has a demonstrated ability to meet this profile to apply. In evaluating your application, the Board will consider your high school record, both in terms of accomplishment and whether you have challenged yourself with the most rigorous coursework. We do not require a specific course of study, but recommend four years of high school mathematics and English, at least two laboratory sciences, and four years of a language other than English.

Wellesley requires that applicants submit the following test scores: SAT Reasoning Test and two SAT Subject Tests of your choice or the ACT with Writing Test. The Test of English as a Foreign Language (TOEFL) is strongly recommended for students whose native language is not English and for students who have not been studying a curriculum taught in English for five or more years.

If you score 5 on an Advanced Placement test, you may receive credit from Wellesley. The International Baccalaureate diploma is highly respected and also may result in credit from the College.

DECISION PLANS

You may apply for admission under the following decision plans:

EARLY DECISION. If you apply under this binding decision plan, you must submit all credentials by November 1. Wellesley prefers that you complete the

required standardized tests by the end of your junior year. In mid-December, the Board of Admission will notify you of the committee's decision to admit, deny, or defer your application for consideration on an equal basis with other applications under the Regular Decision plan. You should apply for Early Decision only if you have a strong high school record and if you know that you will attend Wellesley if admitted.

EARLY EVALUATION. If your credentials are complete by January 1, you may opt for a nonbinding Early Evaluation of your chances for being admitted. Early Evaluation candidates are required to submit a current transcript that includes their most recent senior grades. Early evaluation letters are mailed by the end of February, and final decision letters are mailed in April.

REGULAR DECISION. Under this nonbinding decision plan, you complete the application process by January 15 of the year for which you are applying. Decisions are mailed in April. Required standardized tests can be taken through December of your senior year. Results of tests taken after December arrive too late for consideration by the Board of Admission.

ACCELERATING. You can apply for admission to Wellesley during your junior year in high school under the Regular Decision plan. You must have an interview, and you must demonstrate the academic and personal maturity necessary to compete with other Regular Decision candidates.

TRANSFER ADMISSION

Wellesley accepts a limited number of transfer candidates who have completed at least a year of college-level work. You must have a strong record and recommendations from accredited two- or four-year institutions. The Board of Admission requires secondary

STUDENTS

Total student enrollment: 2,300

Geographic distribution: 50 states

62 countries of residence

83 countries of birth

Statistics for the Class of 2013:

Average SAT scores: Critical Reading: 690

Writing: 694

Math: 683

Average ACT scores: 30

Percentage of students in the top 20 percent of their high school class (of those who were ranked; please note 48 percent were ranked): 94 percent

Number of First-year applicants: 4,200

Admitted: 1,435

Enrolling: 590

For more admission statistics, visit our website at www.wellesley.edu/admission/admission/statistics.html.

ADMISSION DEADLINES

Early Decision: November 1

Early Evaluation: January 1

Regular Decision: January 15

Note: All international applicants applying for financial aid must apply under the Regular Decision Plan.

Accelerating Candidate: January 15

Transfer application (spring): November 1

Transfer application (fall): March 1

Davis Degree application: March 1

FINANCIAL AID DEADLINES

Please go to www.wellesley.edu/SFS for financial aid forms and deadlines.



school credentials but is most interested in college performance. You must have an interview, and you must submit secondary school SAT I (or Reasoning Test) or ACT scores. SAT II (or Subject Tests) are not required but are strongly recommended. Financial aid is available for transfer candidates.

STUDENTS APPLYING FROM OUTSIDE THE UNITED STATES

International candidates for admission are students, regardless of citizenship, who attend and will graduate from a school system outside the United States. International candidates must complete the Common Application, the International Supplement to the Secondary School Report, and the Wellesley College Supplemental Form. College Board tests are required, in addition to your own national university entrance examinations. If your native language is not English, Wellesley strongly recommends that you take the Test of English as a Foreign Language (TOEFL).

The College encourages you to begin the application process a full year in advance. Financial aid for international students is limited. If you plan to compete for financial aid, you must apply under the Regular Decision plan. Your application and all required credentials must be received by January 15. U.S. citizens and U.S. permanent residents living abroad are not considered international students from the perspective of the financial aid process and, therefore, may apply under the Early Decision or Early Evaluation plans.

APPLYING FOR ADMISSION

You may apply for admission to Wellesley as follows:

- > Online at www.commonapp.org. Please complete the Wellesley Supplement as well as the Common Application. The \$50 application fee is waived if you apply electronically.
- > Or, download an application from our website at www.wellesley.edu/admission/application.

OPTIONAL CREDENTIALS. If you have a talent in the visual arts, you may, in support of your application, submit 35mm slides or a CD of your artwork. If you are a musician, you may submit an instrumental or voice CD. Please send this material to the Board of Admission. This material will not be returned. Please also refer to the Arts Supplement on the Common Application.

If you would like to tell us more about your athletic experience, you may complete a Recruiting Form for your sport at www.wellesley.edu/Athletics/main.html; send an athletic résumé to the Head Varsity Coach (of your sport), Wellesley College, Keohane Sports Center, 106 Central Street, Wellesley, MA 02481-8203; and complete the Athletic Supplement on the Common Application.



THE INTERVIEW. Interviews are strongly recommended for candidates for first-year admission but are not required, except for accelerating candidates. More details on page 69.

THE FINANCIAL AID APPLICATION

Financial aid is offered to eligible students in an award package that typically contains three components. The first is scholarship (grant) aid that does not need to be repaid. The second is a low-interest student loan for some students. For students with the greatest need, Wellesley has eliminated student loans and further increased their scholarship aid. The third component is student employment (work-study), with a modest expectation of 8–10 hours of work per week.

Wellesley will determine if you are eligible for financial aid based on confidential information supplied by you and your family. The Office of Student Financial Services (SFS) uses a system of financial analysis designed to give families the greatest possible consideration in qualifying for financial aid.

In order to be considered for need-based financial aid, students must submit the financial aid application by the published deadline for the appropriate admission plan.

Deadlines for financial aid applications and required documentation depend upon your decision plan and category of citizenship, as noted on the SFS website at www.wellesley.edu/SFS.

The Office of Financial Aid is part of the Office of Student Financial Services—consisting of student accounts, educational financing, student employment, and financial aid. This provides all students and their families with comprehensive financial services.

Learn more about affording a Wellesley education at:

www.wellesley.edu/admission/financialaid

Apply for financial aid at: www.wellesley.edu/SFS.

The Board of Admission considers each application on its merits and does not discriminate on the basis of race, religion, color, creed, national origin, or sexual orientation. In accordance with its desire to maintain student-body diversity, Wellesley College encourages applications from qualified students who represent a wide variety of cultural, economic, and ethnic backgrounds.

TRAVEL DIRECTIONS BY CAR OR PUBLIC TRANSPORTATION

BY CAR

From the West:

- Take the Massachusetts Turnpike (I-90) to Exit 13 (Natick/Framingham/Route 30).
- Take Route 30 East 0.2 mile to the first set of lights.
- Turn right on Speen Street and drive 1.8 miles to the intersection of Route 135.
- Turn left onto Route 135 East and drive 3.6 miles to a traffic light, which will be at the main entrance of the College (College Road).
- Follow signs to Admission Parking.

From the East:

- Take the Massachusetts Turnpike (I-90) to Exit 14 (Weston/I-95/Route 128).
- Travel south 2 miles on I-95/Route 128 for 2 miles to Exit 20B (Framingham/Worcester/Route 9 West).
- Drive west on Route 9 for 3.9 miles. Turn right at the green Weston Road/Weston sign.
- At the end of the ramp, turn left onto Weston Road. Drive 1 mile to the traffic light at the intersection of Route 135.
- Turn right onto 135 West and drive 0.5 mile to the first traffic light, which will be at the main entrance of the College (College Road).
- Follow signs to Admission Parking.

From the North or South:

- Take I-95/Route 128 to Exit 20B (Framingham/Worcester/Route 9 West).
- Follow directions "From the East" above, starting with "Drive west on Route 9 for 3.9 miles."

ADMISSION PARKING



The Admission Office is located in Weaver House on College Road. Follow signs to Admission Parking next to Dower House, 0.6 mile from the College entrance at Route 135. Weaver House is across the street from Dower House. If you are unable to find a parking space next to Dower, please park in the Davis Parking Facility, located immediately to the right of the main College entrance on Route 135. (It will be to your left if you are coming from Dower.) The walking distance between the Davis Parking Facility and Weaver House is approximately 15 minutes. Parking is free at both locations. Handicapped-accessible parking spaces are available next to the entrance of Weaver House.

Questions? Call the Admission Office at 781-283-2270.

BOARD OF ADMISSION
WELLESLEY COLLEGE
106 CENTRAL STREET
WELLESLEY, MA 02481-8203
TEL: 781-283-2270
FAX: 781-283-3678
www.wellesley.edu/admission

BY PUBLIC TRANSPORTATION

From Boston's Logan International Airport:

Take the **Logan Express bus** to Framingham. Call 1-800-23-LOGAN for more information, 9 a.m.–5 p.m. ET. From Framingham, take a taxi to the College. The bus fare is \$22 round trip. Allow approximately 90 minutes to get to Wellesley from the airport.

or

Take the free airport shuttle bus to the **MBTA subway** stop. Take the Blue Line Inbound four stops to Government Center. Change to a Green Line Outbound car marked "RIVERSIDE (D)" and go to Woodland. From Woodland, take a taxi to the College. Taxi fare will be approximately \$25. Allow two hours for the total commute.

BY TRAIN

From the Amtrak terminal at South Station, take the Framingham/Worcester **Commuter Rail** to Wellesley Square. One-way fare is \$5.25 (plus \$1.00 if ticket is purchased on the train). Call 1-800-392-6100 for Commuter Rail schedule and fare information. Allow 30 minutes for the commute. Go up the stairs and turn left onto Crest Road; then turn right onto Central Street. Walk five minutes to the first set of lights. Cross the street to the entrance of the College. From there, allow 15 minutes to walk to your destination on campus.

or

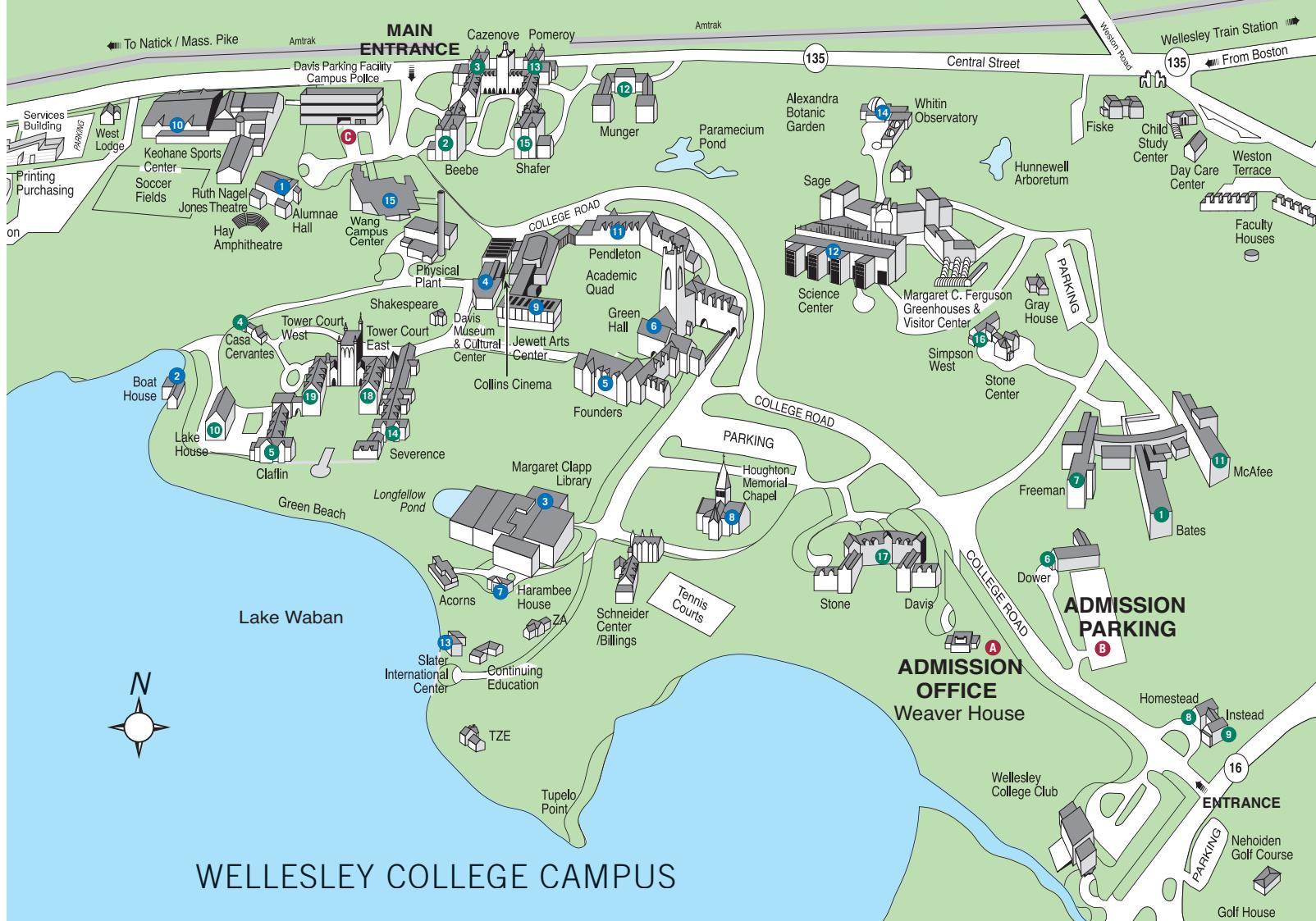
From South Station, take the **MBTA Red Line** Inbound two stops to Park Street. Change to a Green Line Outbound car marked "RIVERSIDE-D" and go to Woodland. From Woodland, take a taxi to the College. Taxi fare will be approximately \$25. Call 1-800-392-6100 for MBTA schedule and fare information.

BY BUS

From the Peter Pan or Greyhound terminal at South Station, use Commuter Rail directions above or take a nonexpress bus to Riverside. From Riverside, take a taxi to the College. Fare will be approximately \$25. Allow 30 minutes for the commute from Riverside.

Note: All fares quoted are subject to change. Travel time may need to be increased during rush hour.

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WELLESLEY COLLEGE CAMPUS

POINTS OF INTEREST

- A Admissions Office/Weaver House
- B Admissions Parking
- C Davis Parking Facility
- 1 Alumnae Hall
- 2 Boat House
- 3 Margaret Clapp Library
- 4 Davis Museum and Cultural Center
- 5 Founders Hall
- 6 Green Hall/Galen Stone Tower
Deans' and President's Offices
Student Financial Services
- 7 Harambee House
- 8 Houghton Memorial Chapel and Multifaith Center
- 9 Jewett Arts Center
- 10 Keohane Sports Center
- 11 Pendleton Hall
- 12 Science Center
- 13 Slater International Center
- 14 Whitin Observatory
- 15 Lulu Chow Wang Campus Center

RESIDENCE HALLS

- 1 Bates Hall
- 2 Beebe Hall
- 3 Cazenove Hall
- 4 Casa Cervantes
- 5 Clafflin Hall
- 6 Dower House
- 7 Freeman Hall
- 8 Homestead
- 9 Instead
- 10 Lake House
- 11 McAfee Hall
- 12 Munger Hall
- 13 Pomeroy Hall
- 14 Severance Hall
- 15 Shafer Hall
- 16 Simpson West
- 17 Stone-Davis Hall
- 18 Tower Court East
- 19 Tower Court West
- Not shown*
- Cedar Lodge
- French House Carriage
- French House Main



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