

A MULTICULTURAL & INTERNATIONAL CAMPUS



WOMEN WHO  
WILL MAKE  
A DIFFERENCE  
IN THE WORLD

Wellesley College



## MULTICULTURALISM IS A WAY OF LIFE AT WELLESLEY

Multiculturalism is more than an intellectual pursuit at Wellesley. It is a way of life—an integral, 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. We encourage the exploration and expression of a wide range of perspectives and life experiences.

You might find it surprising to learn that Wellesley—a small, undergraduate, East Coast college for women—is one of the most diverse liberal arts and sciences colleges in the nation. Our multicultural community draws students from 78 countries of birth, 62 countries of citizenship, and 47 states. Here, we encourage you to explore your cultural heritage, to share your ideas and beliefs, and to take advantage of outstanding educational and social opportunities.

Diversity at Wellesley encompasses more than ethnic origins. It also includes cultural, religious, political, economic, and social backgrounds. The diversity of thought that each student brings to campus enriches our community culturally and intellectually. Each student learns from the backgrounds and belief systems of her peers. Improving cultural awareness is an important aspect of education, as it prepares students to be active participants in a global society.



Wellesley strives to create a model of global awareness that will enable women to be leaders in this millennium. We seek women who can advance this goal.



### ACADEMIC EXCELLENCE

Wellesley College, located on a scenic 500-acre campus just 12 miles west of Boston, is one of the most academically challenging colleges in the country. With its rich history and established reputation for academic excellence, Wellesley provides its 2,300 students with a comprehensive liberal arts and sciences education.

Founded in 1870, Wellesley's blend of high academic standards, strong sense of community, and close faculty-student collaboration creates the ideal surroundings for women who want to succeed. Wellesley provides students with a balanced college environment, where women from all corners of the globe come to study. Wellesley's commitment to providing a superior undergraduate education to students, regardless of their economic status, results in a talented student body, spanning a wide range of interests and economic backgrounds.



# MULTICULTURALISM THROUGHOUT THE CURRICULUM



**A Broad Curriculum, Seminar-Style Classes.** Wellesley provides students with one of the most comprehensive curricula available at a small liberal arts and sciences college. The breadth of class choice, combined with seminar-style classes, offers endless opportunities for fulfilling your intellectual curiosity. The College's course offerings are as diverse as its student body. You may choose from more than 1,000 courses, ranging from introductory survey topics to specialized seminars. Wellesley offers 30 departmental majors, 23 interdepartmental majors, and, with faculty assistance and approval, self-designed majors.

Wellesley's financial support reaches beyond the classroom, encompassing numerous opportunities for experiential learning. Students have broad and deep choices to participate in both domestic and global academic exchanges, internships, and student/faculty research across all disciplines.

**A Dedicated and Diverse Faculty.** Committed to the intellectual development of their students, faculty members understand that learning extends well beyond formal coursework. Individual attention that students enjoy in class continues in conversations along hallways, on walks across campus, during office hours, and over meals.

**Student Research Opportunities.** One major advantage Wellesley offers is the opportunity to become a

co-investigator with faculty on research projects at the undergraduate level. Topics encompass virtually every subject area, with numerous research opportunities relating specifically to multicultural research.

Student Research Grants provide funding to aid student research in topic areas that include multiculturalism, pluralism, civil rights and responsibilities, race and racism, ethnicity, national identity, anti-semitism, history, political science, sociology, sexual orientation, religion, disability, gender studies, and the fine arts. Funding is also provided for cross-cultural interactions such as immigration, settlement, bilingualism, displacement, marginalization, and the formation of multifaceted identities. These grants are awarded when the research is conducted as part of Wellesley independent study or other coursework.

In addition, Student Conference Travel Grants have taken biology, economics, art, and chemistry students to national and international conferences such as: the Society for American Archaeology in New Orleans, the Center for Urban Ethnography in Philadelphia, and the International Society for Neuroethology in Bonn, Germany.

**Multicultural Course Requirement.** To open multicultural avenues of exploration in the classroom, Wellesley requires every student to complete one unit of coursework that focuses on a multicultural theme. The course can focus on African, Asian, Middle Eastern, Caribbean, Latin American, Native American, or Pacific Island peoples or cultures. It also may focus on a minority American culture, such as those

## A SMART INVESTMENT

The College recognizes the financial concerns of students and provides generous financial aid opportunities to help them through their four years of college. A Wellesley education is a smart investment that has paid off for successful women around the world.

Where you go to college is an important decision in the United States. When you think of your long-term vision, consider Wellesley's educational benefits, its reputation for excellence, and its powerful and dedicated alumnae network. The experience of being a Wellesley woman will impact you for the rest of your life.



defined by race, religion, ethnicity, sexual orientation, or physical ability. In addition, it may address the processes of racism, social or ethnic bias, or cross-cultural interaction.

**First-Year/Sophomore Mentoring Program in the Sciences.** Through this mentoring program for students from ethnic groups underrepresented in the sciences, a student can be paired with a faculty member in biology, chemistry, astronomy, and physics. Although the official part of the mentoring relationship lasts through sophomore year, it often extends informally through college and beyond. Many students have found such mentor relationships to be a tremendous source of inspiration and support. Another part of the program, coordinated by juniors and seniors who are “graduates” of the first two years, focuses on issues such as study techniques, presentation skills, and summer and post-graduate employment opportunities.

**Multicultural Resources Throughout Campus.** Wellesley integrates its multicultural resources across campus. For example, 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 sponsors cultural shows and global speakers during the year.

**Internships and Service Opportunities.** Students can apply for a stipend for internships and service opportunities, which also offer multicultural

experiences. These experiences help students polish their work-related and public service skills, give real-time feedback on the relevance of education, and put students in a strong position after they leave Wellesley to either enter the job market or to attend graduate school—benchmarks of the outstanding education Wellesley has been providing to women for 130 years.

Students seeking internships are supported through a comprehensive program at the Center for Work and Service (CWS), which includes an online internship database of over 11,000 opportunities. Peer Resource Advisors and the CWS Library offer additional resources for students pursuing internships, and academic departments sponsor internships as well. By graduation, over 70 percent of Wellesley students complete an internship. In fact, approximately 50 percent of last year’s graduating class held internships funded by Wellesley.

**Summer Stipends** are designed to encourage service and volunteerism as well as to provide financial support to Wellesley students who work at unpaid internships or volunteer positions with community or public service organizations. Summer stipends are available for students participating in programs for which they would not otherwise receive monetary compensation. Annually, Wellesley grants over 300 stipends of \$3,000 each for summer internships, and sometimes a housing allowance as well.



#### WELLESLEY'S COMMITMENT TO AFFORDABILITY

Wellesley is committed to working together with students and their families to make college affordable. We continue to be one of only a small number of schools to be need-blind in our admission policy for U.S. citizens and permanent residents, and we are able to meet 100 percent of demonstrated financial need for admitted students. This policy enables us to admit students to Wellesley because of their academic merit, not because of their ability to pay.



Wellesley is ranked among the top colleges in the nation for student diversity.

Languages spoken in the homes of students: Approximately 30

African American student population: 5 percent

Asian American/Pacific Islander student population: 25 percent

Latina student population: 7 percent

Native American student population: less than 1 percent

White/Caucasian student population: 46 percent

International student population: 8 percent

Not reported/Other: 9 percent

Geographical distribution: 47 states; 78 countries of birth

Student-faculty ratio: 9:1

Number of courses taught per year by each professor: 4

Number of courses taught by teaching assistants: 0

Tenured faculty who are women: 54 percent

Faculty who are African American: 5 percent

Faculty who are Asian or Asian American: 10 percent

Faculty who are Latino or Hispanic: 4 percent

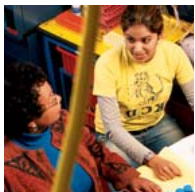
Total full-time and part-time faculty: 347

Faculty who hold Ph.D.s or highest degrees in their field: 98 percent



## ACADEMIC SUPPORT SERVICES AND ADVISING

Faculty support at Wellesley comes in many forms. From the day you register, an academic advisor is available to help guide you in selecting courses. You will also have access to a wide network of academic support, including faculty advisors, professors, tutors from the Pforzheimer Learning and Teaching Center, academic peer tutors, resident advisors, heads of house, and first-year mentors. The class dean is also available to facilitate your course selection and monitor your progress.



**Advising and Academic Support.** The Office of Advising and Academic Support Services at Wellesley provides administrative support for partnerships with the faculty to enhance existing programs and to develop new innovations in these areas. The office includes the class deans, who provide academic advising and support for all Wellesley students, and the Pforzheimer Learning and Teaching Center, which provides programming and counseling for students on issues of learning strategies, study skills, and academic support, as well as some assistance for students with learning disabilities.

Wellesley's recent program development efforts in academic support have focused on the needs of students who are the first generation in their families to attend college, students from secondary schools without some of the programs and facilities found at other schools, minority students, and needs of nontraditional-aged students. Among these programming initiatives are:

**Supplemental Instruction Program.** Wellesley is piloting a version of the nationally-recognized Supplemental Instruction Program, which provides additional peer-led learning opportunities in courses that are historically challenging to students, particularly courses that serve as gateways into subject and career areas of interest to many students. At many schools, this program has increased retention rates in science and math programs for minority students and students from low-income families who sometimes arrive at college with weaker study skills. Wellesley piloted this program with entry-level courses in biology and chemistry, and has expanded the program to cover an advanced course in chemistry.

## PROMOTING MULTICULTURALISM

Among the activities, organizations, programs, and opportunities that help promote multiculturalism in the Wellesley community are:

- Renowned scholars, speakers, and activists who foster public discussion on race and diversity
- A religious and spiritual life program that encourages global discourse on diversity, multiculturalism, and other important moral and ethical issues
- Cultural shows that encourage students to learn about the richness of other cultures and traditions
- Volunteer positions in community programs serving people of color
- An experiential workshop introducing students to the importance of difference, diversity, and multiculturalism in their education at Wellesley
- Campus organizations that combat intolerance
- Exhibitions at the Davis Museum and Cultural Center that give voice to interdisciplinary and culturally diverse perspectives
- Multicultural poetry readings
- Numerous new titles related to ethnic and cultural groups at Clapp Library
- A Committee on Educational Research and Development that provides grants to faculty to encourage innovative course development, including courses with a multicultural focus
- A multicultural forum that fosters critical analysis and open discussion on timely issues of multiculturalism and community cohesion
- More than 254 different courses that have satisfied the multicultural course requirement over the past four years
- A diversity awareness workshop for first-year students



**Academic Support for Minority Students.** In recent years, the Pforzheimer Learning and Teaching Center (PLTC) has supported a number of efforts to increase academic support for students of color and others. The Academic Peer Tutor program has developed special outreach programs to make instruction in effective study strategies available to a range of student groups, including students of African, Asian, and Latina descent. The PLTC and Wellesley's cultural advisors collaborate on much of this work to ensure effectiveness in the delivery of services to specific student populations.

**Peer Mentors.** Mentors include those assigned by many of the organizations for multicultural students, faculty mentors for some science students, and student mentors. In addition to advising you on academic and social issues, these mentors offer you the opportunity to develop close relationships that will endure throughout your Wellesley years. Peer mentors can also direct you to sources for more information about activities on and off campus.

The Wellesley community is not only multicultural, but also actively intercultural. My activities here have ranged from getting to know amazing professors from the South Asia Studies Department and attending the Wellesley African Students' Association film festival to performing in the Pan-Asian Cultural Show and simply discussing domestic politics with friends from Poland and Kuwait. Shivani Kaul '10



## CULTURAL ADVISING NETWORK

The Cultural Advising Network includes advisors who represent and advocate for each of the multicultural groups on campus. Its objective is to inform, guide, and shape the multicultural environment at Wellesley.

The network models the community standards of respecting, valuing, and seeking to understand one another's experiences and identities. Its responsibility is to serve the College by reviewing and developing policies that affect the multicultural community and the

College community at large; offering advice to departments seeking to expand their policies and programs; striving to become more culturally inclusive; and responding to and solving problems.

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

## MULTICULTURAL SPEAKERS, SCHOLARS, ACTIVISTS, ARTISTS, POETS

Mae Jemison, first African American female astronaut

Jamaica Kincaid, Antiguan-American author of *The Autobiography of My Mother* and *My Brother*

Ming Tsai, Asian American celebrity chef

Julian Bond, a leader of the American Civil Rights Movement, "Civil Rights and Human Rights"

News correspondent Charlayne Hunter-Gault, "The Policy of Black Economic Empowerment in South Africa Since the Fall of Apartheid"

Russell Peters, Indian-Canadian comedian

12th National Jerusalem Women Speak Tour, "Jerusalem Women Speak: Three Women, Three Faiths, One Shared Vision"

Helen Zia, author of *Asian American Dreams*, "Racism, Homophobia, and other Evils: Asian American Intersections and Transformations"

"Return from Exile" lecture on Tibet

Matthew McTighe, Political Director of MassEquality

Wang Dan, student protest leader of the Tiananmen Square protests in 1989

Pride Chigwedere, M.D., "AIDS in Africa: From Personal Experiences to Scientific Research"

Richard Juang, Visiting Instructor and Scholar-in-Residence, English Department, Vassar College, lecture and panel on transgender legislation

"Latinas in Local Politics," with State Representatives Lucy Corchado-MA, Grisel Silva-MA, and Vivian Viloria-Fisher-NY

Donna M. Christensen, U.S. Virgin Islands Delegate to Congress, "Politics of the Caribbean"

Christopher Hill, head of the U.S. delegation to the Six-Party Talks on the North Korean Nuclear Issue



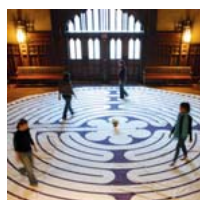
## EXPLORING CULTURAL HERITAGE

### A WELCOMING CAMPUS

There are many gathering places on campus for multicultural organizations. The award-winning **Lulu Chow Wang Campus Center** provides an exciting space for the Wellesley community to meet. It houses the bookstore, dining areas, a coffee bar, space for student organizations, a large multipurpose area for performances and social functions, and formal and informal meeting rooms.

Overlooking Lake Waban is the **Slater International Center**, a popular meeting place for multicultural students and organizations. The Slater family created the center “to encourage greater understanding among all cultures through personal association and cooperative endeavor.” Here, you can attend dinners, parties, teas, and lectures on multicultural subjects.

The **foreign language departments** often sponsor educational programs, including seminars and film



As a Wellesley student, you are encouraged to explore your cultural heritage and to take advantage of social and educational opportunities available through cultural centers, organizations, and activities. You are equally welcome to explore the cultural heritages of others.

screenings. The **Multicultural Council**, consisting of the leadership of all multicultural organizations on campus, also hosts many events.

**Houghton Memorial Chapel** provides students with space for a variety of faith traditions. The **Hillel Foundation** provides religious, social, educational, and cultural activities for Jewish and non-Jewish students, offering all an opportunity to explore the Jewish heritage. Students may prepare meals in the kosher kitchen next to the Hillel Lounge, and the Pomeroy dining hall also offers a kosher/vegetarian environment.

### RELIGIOUS AND SPIRITUAL LIFE

Wellesley’s multi-faith team approach to religion celebrates diversity and enhances a sense of community. Religious diversity is considered to be a resource, rather than a barrier, to the creation of community. Programs foster global discourse on diversity, multiculturalism, and other important moral and ethical issues. Wellesley’s Religious and Spiritual Life program has become a model followed by over 300 colleges nationwide. 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 from the Baha’i, Jain, Native African, Native American, Sikh, and Zoroastrian communities.

### MULTICULTURAL ENTERTAINMENT, OBSERVANCES, AND SOCIAL EVENTS

Hisa Uzama Noh Troupe performs traditional Japanese Noh play *Aoi no Ue*

Al-Muslimat hosts “Women in Islam” week

GuluWalk in Boston, to raise awareness for children in Northern Uganda

*Brother Outsider*, movie about Bayard Ruston, sponsored by Ethos and Spectrum

National Day of Silence

“The Betrayal of Srebrenica: A Commemoration,” photography exhibit

Shostakovich Centennial Concert, “A Voice From the Flames”

Yuki Matsuri (winter festival)

Latina Cultural Show

Chinese Cultural Show

Slater International Show

Shruti Laya (South Asian Cultural Show)

Pan-Asian Cultural Show

Día de los Muertos celebration

Arabic Film Series

New Chinese Cinema Film Festival

Boston Gay Men’s Chorus

Discussion on *So Far From the Bamboo Grove*, the memoir of Yoko Kawashawa Watkins

“The Memory of Her Face” and “My Vagina, My Village,” discussing acid-burning attacks against women and the genocide in Kosovo, pieces from *The Vagina Monologues*

*Eye of Dawn*, a Korean film about comfort women and soldiers, and a lecture from the screenwriter, a former comfort woman

LesBiTrans week to raise awareness of queer issues and culture

“Facing the Music,” concert promoting awareness of AIDS in Africa

African Film Festival—“Africa Confronts Hollywood: Redefining the African Image through Cinema”

*Phir Milenge*, Indian film on sexism and AIDS

Israeli 59th Independence Day Celebration/Memorial Day for Fallen Soldiers and Victims of Terror





## MULTICULTURAL ORGANIZATIONS AND ACTIVITIES

Wellesley offers more than 160 student organizations, including over 45 thriving multicultural groups. These offer diverse opportunities not only for friendship, familiar music, language, and foods, but also for mutual support and ongoing dialogue about cultural heritage.



Many of these organizations sponsor lectures, panel discussions, teach-ins, and other consciousness-raising events. They provide students with occasions to inform themselves and debate pressing cultural challenges. To make these events a regular part of campus life, Wellesley actively supports these groups with funds. A number of multicultural organizations cosponsor events with nearby colleges, including

Boston University, Harvard, MIT, and Tufts.

These organizations and resources offer an invaluable counterpart to classroom learning; a forum for exploring the political, economic, and social issues affecting people throughout the world; and a chance for students to express their voices. In addition, they provide numerous opportunities for leadership.



## BOSTON & CAMBRIDGE: HOME TO 250,000 STUDENTS

Wellesley is located just 12 miles west of Boston, and the College provides regular buses to transport students from campus to Cambridge and to downtown Boston.

Unlike many other college towns, the greater Boston/Cambridge area represents more than 50 colleges and universities, not just one academic institution. As a result, the diversity among students from all over the world studying in virtually every academic endeavor, coupled with the synergy of these remarkable institutions, creates a vibrant atmosphere as well as a unique intimacy.



“When I compare notes with high school friends at coed colleges, I am happy that I have chosen Wellesley on a social basis alone,” one student comments. “With access to Boston, Wellesley offers a better dating scene—by virtue of more variety—than most isolated coed colleges.”

Boston is also a financial hub, a high-tech incubator, home to a vibrant arts scene and competitive media market, and the seat of state government, regional federal offices, and the Boston Federal Reserve. Cambridge affords additional opportunities for internships and research for the enterprising student. Cross-registration with MIT also gives students the opportunity to explore more academic options and to make frequent visits to historic Harvard Square.



If you are looking for interesting activities off campus, you could not be in a better location. Wellesley is located in the Greater Boston area, providing you with access to endless social and cultural activities.



## THE SUCCESS CONNECTION



The Center for Work and Service (CWS) helps students and alumnae explore work options and make decisions about their future. Through the Center, you can access an established and approachable network of Wellesley alumnae to help you get your start after you graduate. The CWS provides a lifelong connection to Wellesley's vast array of career resources. Services include career counseling, extensive library and Internet resources, a recruitment program, internships, informational meetings, programs, and panels. The value of a liberal arts degree is proven in the employment and graduate school acceptance rates of our graduates—and in the variety of fields they enter.

**The Alumnae Network.** One important aspect of a Wellesley education is what comes after graduation. As a Wellesley student and alumna, you will gain

A rigorous and well-rounded liberal arts education will prepare you for achievement in your chosen field. Recent graduates and successful alumnae prove that Wellesley College connects students to the real world.

access to an accomplished group of women with a strong allegiance to their College. The Wellesley network includes more than 36,000 alumnae, over 100 Wellesley alumnae clubs, and numerous key alumnae contacts worldwide.

### MAKING THE WORLD A BETTER PLACE

Before coming to Wellesley, Sonya Rhee '98 attended a public high school with over 5,000 students in the Bronx, NY. She was drawn to



Wellesley for its small size, hoping it would foster an intimate environment in which she could interact with professors and fellow students. "I also knew the College was ethnically, culturally, and geographically diverse," she explains, "but I didn't expect diversity in opinions and experiences. However, I soon found that living in a community with women who had so many different perspectives, as well as the ability to articu-

late their opinions, became as much of my educational experience at Wellesley as attending class."

Although Rhee had graduated from a science high school, she wasn't partial to the sciences. Reluctantly, she took an astronomy course at Wellesley. "I found that it was not easy, I was not the best, and it often took me two hours longer than my classmates to do my homework. But the professor was amazing. I became so impassioned and inspired by astronomy that I took more astronomy courses (enough to declare an astronomy minor), worked as a lab assistant in the observatory, and joined the Amateur Astronomers' Association.

"College is really a time for

yourself, for the opportunity to engross yourself in your passions and to explore new interests. The point is to try anything even if you're not the best, even if you might fail. It made my experience at Wellesley so enriching. Everyone is trying new things."

While at Wellesley, Rhee chose a wide variety of courses, including cinema and media studies, which inspired her to pursue a career in documentary filmmaking. Soon after graduating, Rhee produced *Soldados: Chicanos in Viet Nam*, which contains oral histories of Charley Trujillo and fellow Chicano Viet Nam veterans from his hometown. This film was recently broadcast on PBS. Currently, Rhee is working with The Cambodia Trust on

a film about children amputees. Cambodian children account for nearly half of the injuries and casualties caused by the estimated 4-6 million landmines still littered throughout the country. Rhee hopes that telling stories that investigate the legacy of war will foster further awareness and discussion of the painful, long-term process of rebuilding after war. Rhee notes that the media gives very little attention to this topic.

Rhee returns regularly to Wellesley to share her views with students. "I learned how to take my experience here at Wellesley and make the world a better place," she told students. "I can't think of a better place to prepare to do so."



Wherever I was in the world, whether in Manila visiting family or in Germany or India studying as an undergrad, Wellesley alumnae became instant family, opening their doors and eager to share their experiences. This immediate connection seems to grow even stronger after graduation. During my Fulbright Scholarship year in Austria, I received emails from current students, professors, and alumnae hoping to connect.

One alumna based in Vienna, Nancy Hayes van de Vate Smith '52, an internationally acclaimed contemporary composer and performer in piano and violin, invited me to her piano concert. In the Philippines, I met Leticia R. Shahani '51, who has served as a member of the Philippine Senate for over 10 years, ambassador of the Philippines to Romania and Australia, and the Presidential Advisor on Culture to President Gloria Macapagal Arroyo of the Philippines. Another alumnae, Lindsay de Flesco '99, a medical student about to work in a hospital in Vienna, invited me to get together for a meal. There is a shared excitement to trade experiences, to learn from one another, and to see one another other succeed. Kristina Chan '04 (pictured with 2007 Commencement Speaker Madeleine Korbel Albright '59)



## ASK THE STUDENTS

One of the best ways to learn about Wellesley is to talk with current students. We hope that the following insights and comments from Alice Choi '09, Porsha Eden '10, Marion Johnson '09, Margarita Miranda '10, Krystal Santiago '10, and Jane Zhou '10 will provide you with a glimpse into life in the Wellesley community.

### WHY DID YOU DECIDE TO COME TO WELLESLEY?

Wellesley has a completely different environment than what I was used to. It's **close to a big city**, as well as academically challenging. Also, I wanted to have **smaller classes** because I love being able to have a close relationship with my professors and go to office hours without there being hundreds of other students competing for that time. I had to get over the women's college aspect, but that is something that I have learned to appreciate. *Margarita Miranda '10*

When I visited Wellesley, I knew I had to be here. I sat in on an English class, which is probably the reason I was so drawn to the English Department after I arrived. **The professor was so engaging**, and the comments made by the students were so insightful. My student hostesses were very compatible with me; they actually now call themselves my "big sisters" and truly do provide that kind of support for me. The fact that I stepped onto campus on what happened to be one of those "perfect spring days" at Wellesley didn't hurt either. The final touch was a handwritten card from a student. Overall, it is definitely the personal connections. My opinion about Wellesley grew more positive with every personal interaction I had. And, by the time I had to make my decision, I really couldn't look any other way. *Alice Choi '09*

My decision was based chiefly on my Fall Open Campus and Spring Open Campus experiences. The general atmosphere was welcoming, and I greatly **admired the student, faculty, and alumnae speakers** who presented their experiences at

panels. Furthermore, the campus was amazing—the best that I have ever seen. Lastly, I came from a single-sex high school and felt that a women's college would provide me with excellent opportunities as well as a **support group** for a promising future. *Krystal Santiago '10*

When I visited Wellesley, I met students from Ethos (for students of African and African American descent) who embodied passion, determination, drive, and intelligence. This experience compelled me to see myself among them. I wanted a broad curriculum and an intimate learning environment with lively interaction between professors and students, a place where I would **challenge myself academically**, and an environment that would further define, shape, and nurture my identity. *Porsha Eden '10*

I considered staying in Texas for college; but, having lived in the South my whole life, I knew that Wellesley would be a **completely different experience**. I was excited to get outside my comfort zone, meet people from all different walks of life, hear amazing stories of what other people have done so far in their lives, and grow from the experience. Some of my best friends here are people I never would have met in high school, just because we are so different on the surface. *Jane Zhou '10*



Porsha Eden '10 (left)  
Randolph, MA

Wellesley provides you with the opportunity to explore your cultural identity, which is amazing. However, when doing so, do not become exclusive to your own cultural, religious, or political affiliations, but rather learn from the diverse group of women around you. Understand that being a woman of color is not the only factor that defines you. *Porsha Eden '10*

Alice Choi '09 (left)  
Buena Park, CA







Marion Johnson '09  
Charlotte, NC

I got involved with the Film Society in my sophomore year, and just got elected head projectionist. The premise of the group is pretty simple—we discuss movies and plan the schedule for the next semester; every Friday and Saturday night, we show two free movies, usually in some sort of theme. My favorite event was Scorsese weekend—my idea—during which we showed *Taxi Driver* and *The Departed*. The collaborative nature of our showing schedule enables everybody to choose at least one movie that they're passionate about, so there's a lot of cinematic diversity. Our discussions are always fun and engaging, since we all want and look for different things when we watch movies, and we all appreciate varied styles and techniques.

I also love going to the Brattle Theatre, a tiny film house in Harvard Square. One weekend, they did a Grindhouse special, which was a Kurt Russell double feature. They showed *The Thing* and *Escape from New York*, two cult classics. One of the prints was damaged with age, which gave the viewing a kind of Grindhouse authenticity. I'm probably one of the Brattle Theatre's most enthusiastic patrons; they always show offbeat films that are hard to find anywhere else. *Marion Johnson '09*

I decided that I had to come to Wellesley when I came to **Fall Open Campus**. The campus was gorgeous—New England falls just can't be beat. I sat in on a class, spent the night in a residence hall, and attended a social organization meeting. The women I met were incredible—friendly, willing to talk, and clearly happy to be here. Everything about Wellesley made it obvious that it was the place for me. *Marion Johnson '09*

### WHAT IS YOUR FAVORITE COURSE THUS FAR AND WHY?

My favorite course so far is **Math 206: Linear Algebra**. I have loved math since elementary school. This class was challenging, and, unlike all of my previous math classes, it focused on more abstract concepts and proofs. It is great being in a class where nearly everyone is just as excited about the subject as I am. *Margarita*

I particularly loved my English class, **American Literature to 1865**. The professor was enthusiastic and very knowledgeable, making the class experience a memorable one. *Krystal*

My two favorite courses are **Introduction to Women's Studies** and **Women, Reproduction, and Health**. Each course offered an enlightening perspective not only on gender, but also on race, class, health, and individuality. These courses aligned with my own passions and interests in women's health and public health. *Porsha*

**Freedom and Dissent in American History** was my favorite course. It was a class on constitutional history, but definitely not a lecture based on facts, dates, and people. We discussed everything, and the professor constantly pushed us to reconsider where the limits of the First Amendment really lie, and where they should lie. It completely changed some of my own views, and radically changed the way I think and evaluate politics. *Jane*

I'm a "salsaholic." I take salsa lessons and attend socials as frequently as possible. Also, I work with the Women's Venture Fund to assist minorities in attaining entrepreneurship opportunities. I stay involved with a college prep program called "I-LEAD" by speaking at events that target students of color. *Krystal Santiago '10*

Krystal Santiago '10  
(third from left)  
Bronx, NY







Margarita Miranda '10  
(second from right)  
Fremont, CA

My favorite course keeps getting topped with every subsequent semester, but for now, it's **Cinema and Media Studies: Film as Art**. This class is structured in a very interesting way. Typically, we watch a major cinematic work, discuss our preliminary reactions to the film, read about the theory and analysis of the film, and examine scenes that relate to our readings. It is, without a doubt, the most stimulating class I've been in so far. Sometimes, I take a moment and feel so privileged to be among such insightful and eloquent women. *Alice*

My favorite course was **Louis XIV and the Age of Versailles**. We read several plays written during the reign of Louis XIV, by playwrights such as Molière, Corneille, and Racine; and studied fashion, architecture, art, and philosophy from the same period. The subject material was fantastic, but the best part of the course was our professor. His enthusiasm for the subject was infectious, and his knowledge seemed pretty much infinite. Classes were always engaging and exciting. *Marion*

### WHAT DO YOU LIKE BEST ABOUT BEING AT A WOMEN'S COLLEGE—OR JUST AT WELLESLEY?

This environment teaches all of us how to **demand the best in the real world**—on weekends, during summer internships or jobs, and after graduation. I know that there are still very real inequalities in the world, such as sexism and racism, but I definitely also know that I don't have to settle for them. *Jane*

I expected this to be a very competitive environment, partly because of the academic reputation of the College and partly because of the all-women component. Wellesley, however, has turned out to be the **most supportive environment** I've ever encountered.

Just as an example—my friend and I were applying for the same internship in the English Department. She helped me write my cover letter and edit my résumé—even though we were in competition with each other. Things like that happen all the time here, and I think it's incredible. *Marion*

"I think, therefore I am." I wholeheartedly believe that this phrase is applicable to all that you want or hope to pursue at Wellesley. Here, there is the prevalent concept or ideal of an **unstoppable Wellesley woman** and what she embodies. Often times, you have an inner feeling that you are developing into a woman who can do it all, which in some cases is true, but you also have to realize that you cannot overwhelm yourself by embodying this ideal. *Porsha*

After hearing a talk by Economics Professor Akila Weerapana, I realized that women can major in [insert desired major here] too! The talk Professor Weerapana gave was about women in economics, but it also applied to me, a woman in chemistry. Taking advantage of our cross-registration at MIT, I work as a research assistant in a chemistry laboratory there. I found it appalling that out of a 20-plus-member lab, only three were women. In Wellesley chemistry laboratories, I never feel out of place as a woman, because we are all women. Even fields that seem to be dominated by men are wide open to the women at Wellesley. This is just one form of **empowerment that Wellesley grants to its students**. *Alice*

### HAVE YOU PARTICIPATED IN ANY EXPERIENTIAL LEARNING OPPORTUNITIES?

At a three-week internship with Goldman Sachs last summer, I gained a great deal of knowledge in **finance and investment banking**. This summer, I worked with a feminist organization known as the Women's Venture Fund to **assist minorities in attaining entrepreneurship opportunities**. I will continue to stay active with this organization. *Krystal*



Jane Zhou '10  
Cordova, TN

At Wellesley, multiculturalism is everywhere. It's not just that we have many different groups represented on campus, it's that they actually interact! You can get heavily involved in anything you want. Also, with an open mind, you can benefit from everyone else's similar enthusiasm. Jane Zhou '10



## THE VIEW FROM ABROAD

My Wintersession in Rome experience really opened my eyes to the world. The unforgettable memories are a constant motivator for me as I continue to study Italian. In Italy, I proved to myself that I can communicate in another language and guide myself through unfamiliar situations. I just have to go for it! **Alexandra Solimano '10**

Last summer, I had the great opportunity to continue my Arabic studies at the Arabic Language Institute in Cairo. This experience helped me to really contextualize and expand upon my pre-existing knowledge. It also furthered my capacity of self-expression so that I could exchange ideas in Arabic with people I met, while getting to know a new country and city that I had dreamed of visiting since childhood. **Alma Rachel Heckman '09**



*Alexandra Solimano '10 (far left) explores Italy during Wintersession*

I had a summer internship at Brigham and Women's Hospital with the Women's Health Policy and Advocacy Program. I now have a better understanding of how public health, health policy, and public policy interconnect to **impact women's healthcare**. **Porsha**

At the Stapleton Elementary School in nearby Framingham, I **tutored two students** who were challenged by math functions. **Margarita**

I **volunteer** at the Harvard Square Homeless Shelter. **Jane**

I've worked as a **research assistant in inorganic chemistry** at California State University, Long Beach; as an undergraduate researcher at MIT; and as a chemistry counselor at the Mission Hill (Boston) Afterschool Program. **Alice**

I'm choosing between two Wintersession programs for this January: **The Paris of Balzac and Zola**, where we go to Paris and study the philosophy, literature, and social commentary in the 19th century; and **Washington Decision-Making**, where we go to Washington, D.C., and meet with members of Congress, reporters, Supreme Court law clerks, and nonprofit activists. I really am torn between the two, but I'm still glad that I have the opportunity to choose either one. **Marion**

### WHAT IS YOUR DREAM JOB—IN YOUR WILDEST DREAMS?

In my Spanish 202 class, we wrote about someone with whom we would want to trade lives. I chose Lulu Chow Wang '66. I heard her speak on an alumnae panel last year, and was amazed and fascinated by her life story. She is a successful, intelligent, wealthy, and charitable person of color whom I admire. She runs her own company, has a family, and gives back to Wellesley. I would love not only to have her job, but also to be her! **Margarita**

I would love to work as a newspaper or magazine editor. **Krystal**

I would like to become either an obstetrician or a certified nurse-midwife with a master's degree in public health. Either career will allow me to work in community health clinics with women of color who need better personalized medical care. I want to approach my patients with a better understanding of their cultural, social, and personal needs. Also, I would like to serve on a public health board so that I could advocate for these women in terms of shaping health and public policy. **Porsha**

My dream job would be to sit on the Supreme Court. **Jane**

I'd like to write for ELLE Magazine. **Alice**

I have a lot of dream jobs. My number one is a political speechwriter, ultimately for the POTUS (President of the United States). It would be a perfect combination of my love for both writing and politics, while keeping me out of the spotlight. I would also love to get involved in the publishing world. **Marion**



*Olinda Hassan '10 performed in Shruti Laya*

I was born in Bangladesh, live in Arizona, and have friends at Wellesley who are from Pakistan, Montenegro, Russia, Mississippi, Washington, Texas, Jamaica, the United Kingdom, and Korea. Never have I encountered so many people from so many cultures in one place. **Olinda Hassan '10**



## Admission

Academic achievement, motivation, and creativity are all important attributes for Wellesley candidates. The Board of Admission uses the following factors to evaluate your application:

High school record  
Difficulty of curriculum  
Extracurricular activities  
Rank in class  
Letters of recommendation  
Essay  
SAT Reasoning Test and two SAT Subject Tests or the ACT with Writing Test  
Leadership activities  
Special talent  
Interview (optional)

Nontraditional college-age women may apply to the Elisabeth Kaiser Davis Degree program.

## Admission application deadlines

Early Decision:	Nov. 1
Early Evaluation:	Jan. 1
Regular Decision:	Jan. 15
Transfer/Spring:	Nov. 1
Transfer/Fall	Mar. 1
Davis Degree Program	Mar. 1

*Wellesley College admits students, without regard to race, color, religion, or national origin, to all the rights, privileges, programs, and activities generally accorded or made available to students at the College. The College does not discriminate on the basis of race, color, religion, national origin or sexual orientation, in administration of its educational policies, scholarship and loan programs, athletic and other college-administered programs or in its employment policies.*

## Financial Assistance

Providing financial assistance to eligible students remains a high priority at Wellesley. The College's need-blind admission policy means that a student's and her family's financial circumstances have no impact on the College's decision to admit her. Students are selected without regard to their ability to pay. This policy, which applies to all U.S. citizens and permanent residents, has historically been the key to the College's ability to attract a diverse and academically talented population. Therefore, no student should refrain from applying to Wellesley because of financial reasons.

The Office of Student Financial Services (SFS) serves as a resource center for students of all income levels. SFS's objective is to make sure that you receive all of the financial aid that you are eligible to receive, to help you find financing options if you need them, and to help you resolve any questions about the process of applying for aid.

## Financial Assistance 2006–07

Percentage of students receiving financial aid: 55 percent

Total distributed in grants, work, and loan assistance: \$38.3 million

Amount distributed in grants: \$33.6 million

Amount distributed in loans: \$3.4 million

Amount distributed in work: \$1.3 million

Average yearly financial aid package: \$28,919

## Tuition and Fees

Wellesley provides bright and motivated women with the educational experience they need to prepare them for life. Wellesley graduates go on to do great things, and so will you. A Wellesley education is a smart investment in your future, and the returns will last a lifetime.

## Fees for 2007–08

Tuition:	\$ 34,770
Room & Board	\$ 10,826
Fees	\$ 224
Total	\$ 45,820

## For more information about Wellesley College, contact:

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Board of Admission  
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