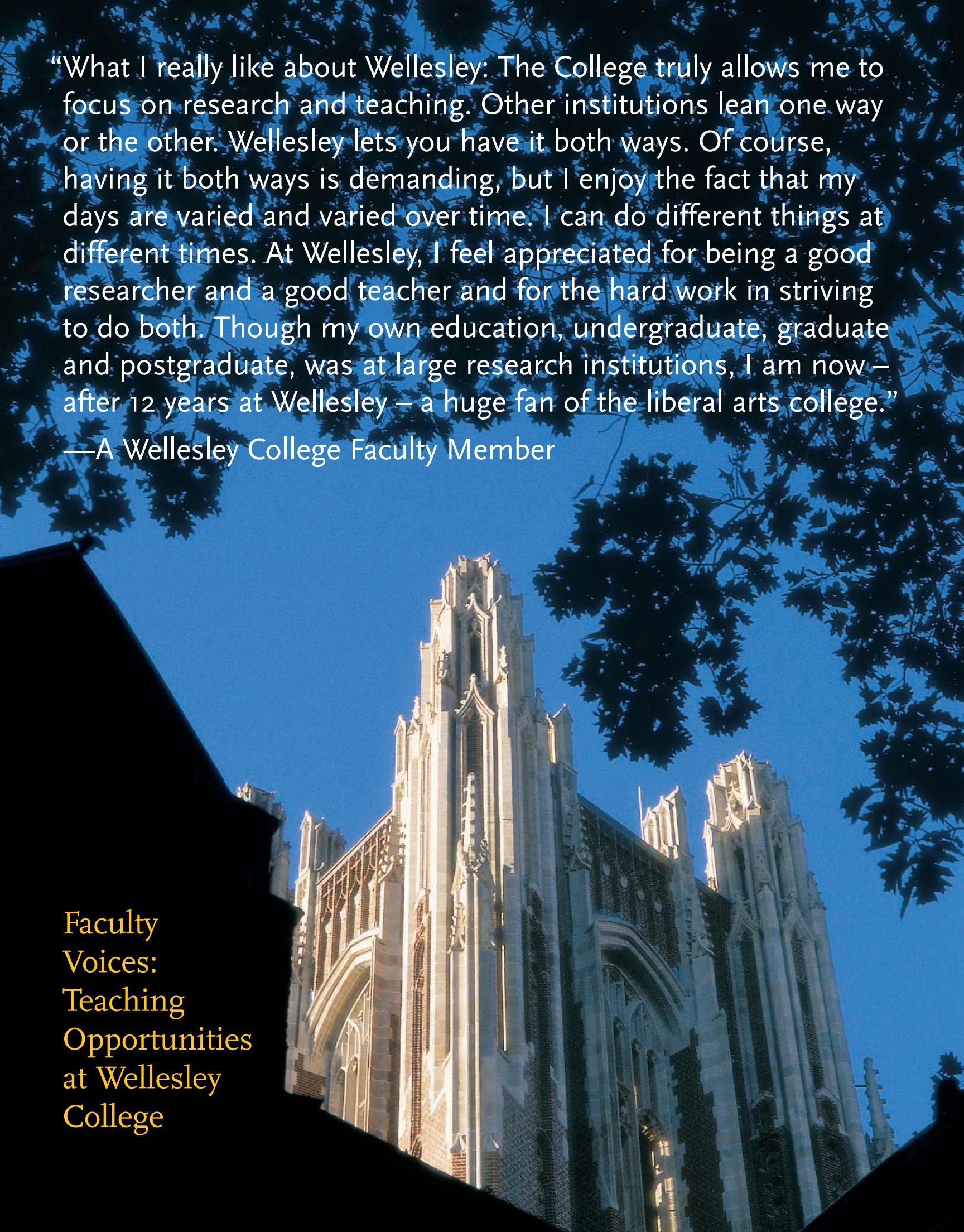


“What I really like about Wellesley: The College truly allows me to focus on research and teaching. Other institutions lean one way or the other. Wellesley lets you have it both ways. Of course, having it both ways is demanding, but I enjoy the fact that my days are varied and varied over time. I can do different things at different times. At Wellesley, I feel appreciated for being a good researcher and a good teacher and for the hard work in striving to do both. Though my own education, undergraduate, graduate and postgraduate, was at large research institutions, I am now – after 12 years at Wellesley – a huge fan of the liberal arts college.”

—A Wellesley College Faculty Member



Faculty Voices: Teaching Opportunities at Wellesley College

Why are people happy to teach at Wellesley? First, Wellesley students are not only good, they are serious about being in school. They go on to do remarkable things, and as a professor, the feeling that one has made a difference is highly satisfying. Second, the College is a well-endowed institution and its leadership is committed to supporting faculty research as well as teaching; at Wellesley, good ideas find research funding. Third, Wellesley College's generous policies – with respect to parental leave and teaching loads – make it a place where faculty members can build lives with room for teaching, research and family.

—David Lindauer
Professor of Economics
Faculty Director,
Pendleton East

Teaching at Wellesley is an incredibly good job for a number of reasons. Wellesley College is spectacularly successful in combining a mandate to teach undergraduates with support for faculty research. I cannot imagine a liberal arts college finding more ways of being supportive of both teaching and scholarship. Part of this support has to do with the financial resources that are available to faculty at the various stages of research projects. Part is related to generous academic leave policies – as generous as those anywhere. Part is due to the two-two teaching schedule. But part is that there is just something remarkable about the College's commitment to its faculty.

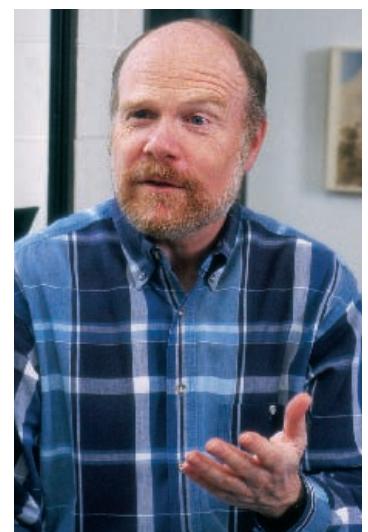
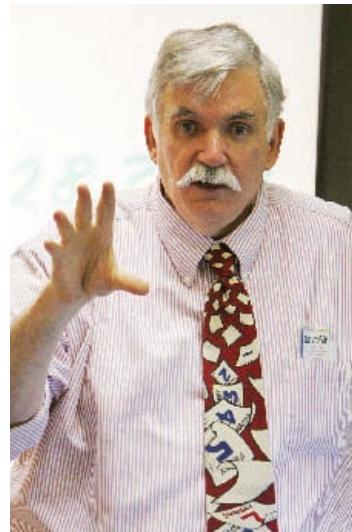
—Roxanne Euben
Jane Bishop '51 Associate
Professor of Political
Science



Faculty Voices

Ask a cross-section of Wellesley professors why they find Wellesley College a stimulating place to teach and do research and you will hear remarkably similar answers – excellent students, excellent support for teaching and research, excellent benefits. These reasons are stated emphatically – without qualification – whether faculty members originally came to Wellesley from large universities or smaller institutions, whatever their special field, whatever their professorial rank.

Wellesley is a women's college. For more than a century, Wellesley faculty have played a decisive role in the education of the nation's women leaders. Today's faculty remain committed to this educational mission. In the words of one professor, "At Wellesley the stereotypes are gone. The smartest student in the class is always a woman. Wellesley is one of the only colleges in the country where the senior faculty is half men and half women, even in the sciences and mathematics."



Excellent Students

How do Wellesley professors describe their students? “Motivated,” “bright,” “focused,” “curious,” “diverse,” “engaged,” “full of enthusiasm” – the list reads like a thesaurus entry of superlatives. “Wellesley students are spectacular – one of the best parts of teaching at Wellesley,” says Geeta Patel, Associate Professor of Women’s Studies. Such comments are made over and over. Indeed, it is not unusual to hear professors say that Wellesley students stimulate their own creative energy. Marjorie Agosín, Luella LaMer Slaner Professor of Latin American Studies and Professor of Spanish, puts her appreciation of her students this way: “Wellesley students are remarkable – a joy to teach. When you teach them, you become very creative. This is so for me as a writer. I am able to share my ideas and creativity with my students. When I work with students – the sharing of creative experience, the connections – give me a freedom to write.”

Wellesley Students: What Wellesley Professors Say

Wellesley students are extremely exciting. As a group, they present a range of perspectives. They are cosmopolitan, very sophisticated. Their multiple voices make the classroom an exciting place to be.

—Patricia Gray Berman
Professor of Art

Wellesley’s diversity – across class, ethnicity, race, country – makes the classroom an enjoyable place. Wellesley has the most diverse student body of any institution in the area. What I am able to do in the classroom would not be possible with a different student body. My students allow me to try out all sorts of things in the classroom.

—Geeta Patel
Associate Professor of
Women’s Studies

It is great to advise honor students who sometimes are working at a graduate-student level. Several of my students have written papers that merit polishing and publication. The College provides an opportunity for students to do just that with the spring Ruhlman Conference. The Conference is for students – who have written a really good seminar paper or honor thesis – to think of themselves as scholars. It is one of the unique things about Wellesley.

—Nathaniel J. Sheidley
Assistant Professor of History

Wellesley has a brilliant bunch of students. I can’t imagine a better group of students to teach; they are extraordinarily imaginative.

Many of the ideas that I have for research flow out of the classroom. Though I have taught at Wellesley for 25 years, I am still surprised at how many ideas I get from students. I find that my students think in open ways, free of preprofessional considerations.

—Martin A. Brody
Catherine Mills Davis Professor
of Music

In the classroom, I can raise political dilemmas and moral complexities. Wellesley students can handle complexity. They want to understand contrasting positions, not to be given prepackaged views.

—Lidwien Kapteijns
Elizabeth Kimball Kendall
and Elisabeth Hodder
Professor of History,
Faculty Director, Internships
and Service Learning

Many undergraduate institutions have research programs for students, but at Wellesley students get involved early, some during their first year. With an early start, Wellesley undergraduates soon find that they are doing work comparable to graduate students. Nor does research slow down in the summer. The College runs a summer program for approximately 70 students each year.

—Nancy H. Kolodny
Nellie Zuckerman Cohen and
Anne Cohen Heller Professor
of Health Sciences and
Professor of Chemistry



Wellesley faculty members take pleasure in watching their students' intellectual development – from seeing them take in new concepts as first-years to their transformation into mature thinkers. From the arts to the sciences, professors speak of students who do work comparable to graduate students. Teaching and advising such dedicated students is rewarding. At Wellesley, teaching is exciting – energizing – for professors as well as students. Composer Martin Brody, Davis Professor of Music, makes this observation: "At Wellesley, discussions in the classroom provide feedback that is challenging, a spur to originality." With such excellent students, Wellesley professors find that their own energy – for both teaching and scholarly work – is continually renewed.

Wellesley Professors: What Wellesley Students Say

At Wellesley, professors are interested in students as people and in their opinions of what they are learning and of the learning process. They want our reactions to the texts and bring them out in class discussion.

I realize how lucky I am to have small classes and engaged professors. I remember my first year the experience of coming out of a class and feeling elated by a discussion. It was a religion class. Everyone was involved in the discussion, energized by the professor's enthusiasm. This feeling happens a lot at Wellesley.

I consider the faculty as role models for the kind of person and thinker that I want to be.

—Katherine Miller '06
Recipient of the Katharine Malone Sophomore Student Prize for Academic Excellence

I have admired the respect that professors have for each other and for each other's work. The students can feel the camaraderie that the professors share. I don't think that you would find such respect or camaraderie at larger colleges.

—Lauren Flamer '05

Professors always say that they are available. They make an effort to get to know us, learning names within the first two weeks of class. They are open and care about who you are as a person as well as a student. I see my professors as people you can talk to, open up to.

—Gina Kim '05

What would I say to encourage a prospective faculty candidate to consider Wellesley?

It is an institution with wonderful resources and facilities – a place where the faculty truly believe in students and encourage their progress. In addition, to a prospective minority faculty candidate, Wellesley is an institution where you can make a difference.

—Garen Wolff '07



Resources for Teaching



Wellesley professors speak with appreciation of the support that the College provides for them to teach in innovative ways. The forms of the support are varied – grants for classroom innovations and course development, the programs of the Pforzheimer Teaching and Learning Center, state-of-the-art classrooms, an exciting teaching museum, extensive media and library resources, outstanding computer support, a teaching schedule that allows time to get to know students, faculty mentoring, and more. At Wellesley, professors are given the resources to develop quickly as teachers and to continue developing throughout their careers.

Professors from all departments describe the Pforzheimer Learning and Teaching Center (PLTC) as a valuable resource for faculty as well as students. For new faculty, the Center runs a yearlong seminar which introduces them to peers in other departments and to the tools of teaching – how to manage a classroom, how to write evaluations, how to reflect and act on one's own evaluations. It provides a systematic way of helping new faculty – who may have emerged from graduate school, immersed in research, but with little teaching experience. The Center also offers workshops for the entire faculty.

Faculty members stress the important support that the PLTC offers their students. The Center's peer-tutoring program is extensive and complements the work of the faculty. They run evening drop-in sessions in 24 subjects. Peer tutoring, which is used by over 50 percent of the College's students each year, is not remedial or crisis-based. Rather, it is a model of collaborative learning, facilitating conversations – between students and between students and faculty – outside of the classroom. The peer-tutoring program, plus the availability of public-speaking and writing tutors and other skill supports, allow Wellesley students to give their best in the classroom.

New faculty members may also choose to be paired with a mentor – a senior faculty member from another department. Over time, this mentor can provide advice on how to address evaluations and assemble a tenure portfolio.

Resources for Teaching: What Wellesley Professors Say

The Pforzheimer Learning and Teaching Center is a resource that is a great benefit for the physics department. In addition to availing themselves of faculty office hours, students who need help can seek the guidance of peer tutors. In addition to the Center's programs for students, it offers faculty seminars on nuts-and-bolts teaching topics that are very much appreciated.

—Glenn Stark
Professor of Physics

At some large research institutions, it is said of faculty, "Teaching pays them; research sustains them." This contrast in attitudes toward teaching and research is not the case at Wellesley.

—Richard G. French
Louise Sherwood McDowell
and Sarah Frances Whiting
Professor of Astrophysics and
Professor of Astronomy

At Wellesley, there are enormous resources for student learning, both off campus and on campus. Wellesley students are provided with opportunities (and financial support) to travel – abroad or in the United States – and to pursue internships, in their professors' areas of expertise. The abundance of the opportunities open to students raises the level on which one can teach and makes teaching very exciting.

—Lidwien Kapteijns
Elizabeth Kimball Kendall
and Elisabeth Hodder
Professor of History,
Faculty Director, Internships
and Service Learning

At Wellesley, there is a lot of financial support for developing and extending your range as a teacher. You can get funds to do something you have always wanted to do. You are encouraged to take risks at a time when it is easy to worry about the tenure decision ahead and simply focus on getting six courses in order for tenure review. At Wellesley, you are always being pushed.

—Nathaniel J. Sheidley
Assistant Professor of History



A photograph capturing a moment in a printmaking workshop. In the foreground, a woman with short dark hair tied back, wearing glasses and a white button-down shirt, is focused on her work at a large wooden printing press. She is holding a red rectangular object, likely a proof or a piece of paper. To her right, another woman with long blonde hair pulled back, wearing a striped shirt and a dark apron, is gesturing with her hands as if explaining something. The apron has printed text on it: "EMBRANDT GRAPH ARTS", "PO BOX 130", "ROSEMONT, NJ 08556", and the phone number "609-397-0068". In the background, a third woman in a blue shirt is visible, working with stacks of paper. The scene is filled with the warm, focused light of a workshop environment.

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ROSEMONT, NJ 08556
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Resources for Research

Wellesley professors speak appreciatively of the variety and depth of support that is available for faculty research. It is a small college, but not in terms of resources. At Wellesley, the resources are available to permit faculty to develop a focus that combines research and teaching. New faculty members have only to ask, "What do I want to accomplish?" Awards are available through the Science Center and the Office of the Dean of the College. Wellesley faculty also stress that the internal technical support for research at Wellesley is excellent.

For scientists at Wellesley, the Science Center offers state-of-art instrumentation that is more typical of a research institution than an undergraduate college. The Center's instrumentation list includes: a confocal microscope, two NMR spectrometers (one with a micro-MRI accessory), microcalorimeters, a high-power pulsed tunable laser, a MALDI-TOF mass spectrometer, and an ultrahigh vacuum chamber (built by Professor of Chemistry Chris R. Arumainayagam and five students). New science faculty members receive generous laboratory start-up funds.

Resources for Research: What Wellesley Professors Say

To anyone considering a teaching position at Wellesley, I would emphasize the support—the network, the availability of grants for teaching and research—is terrific. And unlike large universities, course and research budgets aren't absorbed by charges for college services.

—Andrea S. Sequeira
Assistant Professor of
Biological Sciences

I came out of a big university, where most of my peers were focused on continuing their research and not interested in teaching at a liberal arts college. The stereotype of a liberal arts college where there is no time for research does not apply to Wellesley. My former colleagues would be amazed at the active research and the level of scholarship here.

—Brian Tjaden
Assistant Professor of
Computer Science

At Wellesley, one is expected to do teaching and research well. Interest in cross-disciplinary work is high as well. What happens in the classroom matters. Research matters. The importance of both is reflected in the availability of research funds, grants for teaching innovations, and good computer support. Wellesley is a supportive place to work.

—Marion R. Just
Professor of Political Science

In a time when many institutions are scaling back, Wellesley remains committed to its generous sabbatical policy. The College understands how important it is for faculty to stay fresh, to keep moving, in terms of our professional development. It is incredibly important for teachers to be engaged outside of the classroom.

—Patricia Gray Berman
Professor of Art

Wellesley's generous leave policy (as generous as that at any research institution), its faculty research awards and travel policy demonstrate the sense in which research is honored at Wellesley. The level of faculty support found at Wellesley is not duplicated at many other colleges.

—Martin A. Brody
Catherine Mills Davis Professor
of Music

The internal support for research at Wellesley is excellent. Consider the instrumentation in the Science Center. Every piece of equipment is acquired with a maintenance contract. In addition, the Science Center staff includes two equipment technicians who oversee the equipment. As a result, researchers are able to be very productive.

—Barbara Beltz
Susan M. Hallowell and Ruby
Frances Howe Farwell
Professor of Biological Sciences

Wellesley grants have supported my research. College funding enabled me to finish my first book, to take a research trip for the book I have just finished, to keep up with my Arabic language skills, and to develop a novel course on Modern Islam and Western Political Thought.

—Roxanne Euben
Jane Bishop '51 Associate
Professor of Political Science

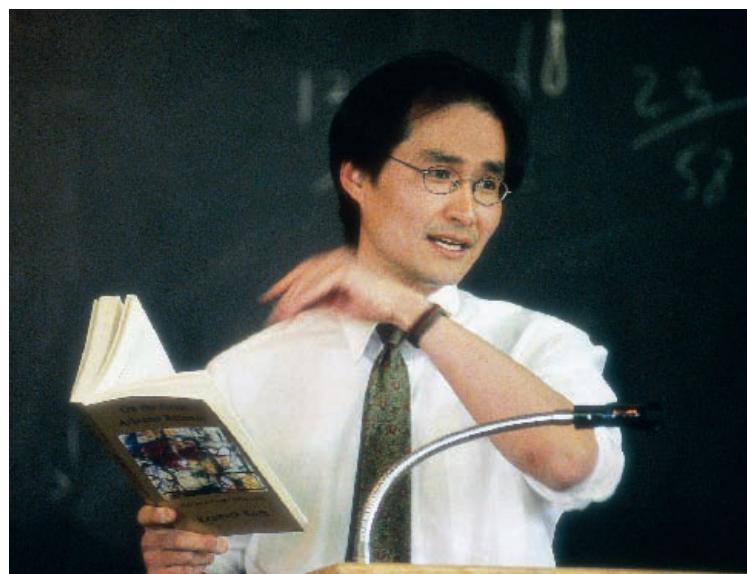




Although some other colleges offer time off in the first semester to set up a lab or to publish, Wellesley offers a full year of leave with the possibility of full salary in the fourth year. Associate Dean Joanne Berger-Sweeney explains the advantage of the College's policy. "Wellesley's policy gives the tenure-track professor more teaching experience early – and experience is key to becoming a confident teacher. Then, the leave in the fourth year can be focused on research rather than course preparation." Says Margaret Keane, Class of 1996 Associate Professor of Psychology, "For someone who comes from a strong research-oriented graduate program and who loves to teach, it doesn't get any better than Wellesley."

Another aspect of research at Wellesley that is noted by many faculty members is the encouragement to do interdisciplinary work. At Wellesley, there is a high level of interaction between faculty members in different departments. Mathematician Ann Trenk observes, "This closeness differs from universities where you know the individuals in your department and that's it. Here faculty across departments are connected; one doesn't feel isolated in one's own world."

Faculty interaction is encouraged by physical design – the intermixing of offices and open spaces in the Science Center, the lounges of the Knapp Social Science Center and the new Newhouse Center for the Humanities. Interdisciplinary inspiration and creativity is also encouraged by the College's relatively small size.



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Benefits

Wellesley professors speak with appreciation of the benefits offered by the College. Younger faculty members often cite the availability of excellent and affordable rental housing of varied types and sizes; tenured professors note generous mortgage assistance. Faculty members appreciate that salary increases at Wellesley are very good when compared to those at the highly selective colleges. They note that the College's salary scales are published – open information – another point that distinguishes Wellesley from peer institutions. Deeply appreciated also are sabbaticals. The College is committed to offering excellent benefits – housing, health insurance, parental leave, child care, college tuition assistance and pension – designed to support faculty members through their careers.

Benefits: What Wellesley Professors Say

When the College extends an offer for a tenure-track position, it does so with the assumption that the candidate will stay. The College's benefit policies are designed to support faculty members throughout their careers. New faculty are offered great housing near campus, then generous mortgage benefits, parental leave, a fourth-year sabbatical, reduced teaching load options, and tuition benefits for college-age children.

A further benefit of the College's housing is the fact that the town of Wellesley has one of the top-ranked public school systems in the state.

Faculty also appreciate the College's policy of regular annual raises. A prospective faculty member should consider the initial salary offer in relation to the increases that may be expected over the years of his or her contract. At some state schools, budget pressures have led to multi-year salary freezes.

—Ann Trenk
Professor of Mathematics

I live in the jewel of faculty housing – a small house adjacent to campus, where my children have had years of wonderful times, the campus as a playground and the good public schools of Wellesley.

—Glenn Stark
Professor of Physics



Community

Ask Wellesley professors about the College as a community. You will hear great appreciation for Wellesley College as a community of teachers and scholars bonded by friendship and respect. Young professors feel welcomed by colleagues in their department and by professors in other departments as well. Senior professors value younger colleagues. Looking back on three decades at Wellesley, Associate Dean Adele Wolfson notes that a feeling of community sets Wellesley apart from other academic institutions: "At Wellesley, people really listen to what others are saying. In the classroom, there is enormous respect from student to student and from student to faculty. This respect carries over to faculty interactions. Visitors who spend time in Wellesley classrooms often comment on the exceptional sense of respect that they find at the College." The pace at a top academic institution like Wellesley is a fast one; being part of a community of teachers and scholars where respect governs relationships provides support as valuable as any of the physical or financial resources offered by the College.

Community: What Professors Say

I have the best set of on-campus colleagues of anyone in my field that I know; my Wellesley faculty colleagues are unusually creative, passionately concerned about their scholarship, and catholic in their interests. Because this is a liberal arts college, many of the colleagues I value the most are in fields far from my own. They stretch me. They make me a better scholar, and they are responsible for much of what (if anything) I have contributed to my own field.

—Craig N. Murphy
M. Margaret Ball Professor of International Relations and Professor of Political Science

Recently, I served on the Merit Committee, which advises the College's president on the merit increases that full professors are eligible for every three years. I was stunned by how much care committee members take in reading and reviewing their colleagues' work. Their effort is an example of the depth of community at Wellesley.

—Martin A. Brody
Catherine Mills Davis Professor of Music

Wellesley has allowed me to meet my needs and my family's needs in a way that no other institution I know of does. I have had two children since I received tenure. The College's family-oriented policies – parental leave, flexible course scheduling, options for part-time teaching – have allowed me to be a good mother and a good professor. Wellesley provides an unbelievably positive environment in which to be a female faculty member trying to raise a family. The College makes it possible to have both your life and job at once.

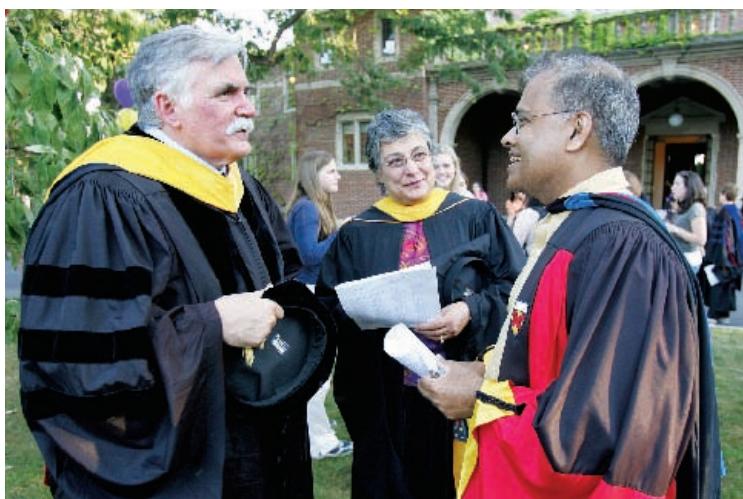
—Ann Velenchik
Associate Professor of Economics

As a new professor, I found – even in my first year – that Wellesley is an inclusive place – a community that respects individuality and encourages faculty members to follow their interests.

—Carlos A. Vega
Professor of Spanish
Faculty Director, Pforzheimer Learning and Teaching Center

Wellesley had a holistic attraction for me. The faculty here offers role models for how I want to live my life. I can have conversations about family. My research can be more curiosity-driven. And in a small department like mine, I enjoy the challenge of being broader, of teaching some courses outside of the areas that I focus on in my research.

—Daniel J. Brabander
Assistant Professor of Geosciences







The Wellesley-Boston Connection

Professors at Wellesley sometimes observe that they have “the best of both worlds.” This view applies especially to the College’s location. The over 450-acre campus – one of the most beautiful in the country – is an oasis that buoys spirits through busy academic days and semesters. At the same time, Wellesley faculty members appreciate that, just 30 minutes’ drive from the College, are Boston and Cambridge with their rich academic, historical, and cultural resources. One Wellesley professor notes that when he goes to seminars in Boston with professors who share similar research interest. “Most professors get that once a year at their annual meetings of professional academic associations. I get it weekly.”

And then, too, there is New England to explore with its diverse academic institutions, geography, and cultures. A morning’s drive will take you to Dartmouth, Yale, Amherst, or dozens of other colleges or universities. Says mathematician Ann Trenk, “I have a research partner at Wesleyan – a two-hour drive from Wellesley, and we manage to get together several times a semester.” Similarly accessible are any number of recreational destinations – historic villages, beaches, coastal islands, and mountains with hiking, rock climbing, and skiing for every taste and ability.

Wellesley's Location: What Professors Say

My husband is an economics professor at another leading Boston area university. Wellesley's proximity to Boston provides academic dual-career couples opportunities that aren't available many other places.

—Ann Velenchik
Associate Professor of
Economics

Being in the Boston area has been a great advantage for my research. Harvard's Widner Library (Wellesley arranges and pays for Harvard Library cards) has a great collection of South Asian books – a wider range than Columbia in New York and even the British Library in London.

—Geeta Patel
Associate Professor of
Women's Studies

Wellesley offers scholars a great working environment – generous research awards and reimbursement for travel expenses, excellent computer support, sophisticated teaching tools, and job benefits that are among the best. I would tell young scholars in the social sciences that Wellesley is a great place to work, but one must take the initiative in maintaining a network to support one's specialized research interests. Wellesley's location near Boston offers many options.

—Wilbur C. Rich
Professor of Political Science

The resources at Wellesley – and in the Boston area – are extraordinary. As an art historian, I spend a lot of time in the Harvard libraries. I appreciate the fact that the College provides a Harvard University library card for any faculty member who wants one. Harvard library cards are not that easy to come by. Wellesley's willingness to underwrite the expense of outside library cards is a reflection of its commitment to supporting faculty research.

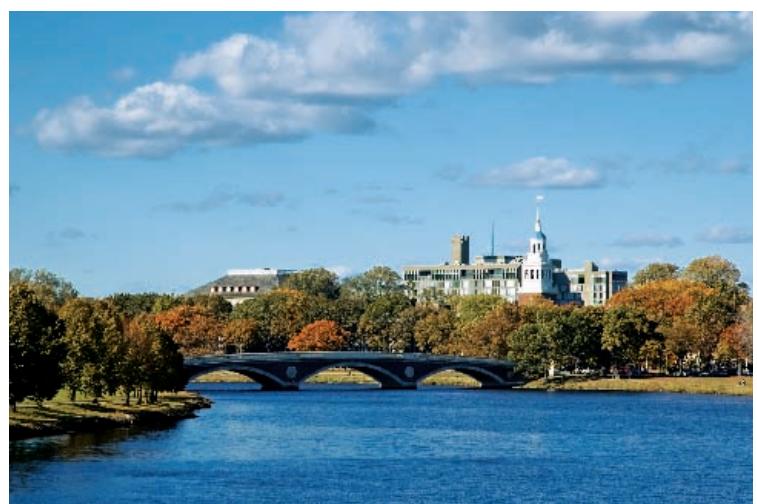
—Patricia Gray Berman
Professor of Art

The proximity to the large research universities in the Boston area is a particular advantage. I came from a post-doctoral fellowship at Harvard, and so I had research ties there and at MIT. Over the years, I have collaborated with faculty at both places. I sometimes bring my students to talks in Cambridge, and invite MIT and Harvard faculty to Wellesley. And Olin College – a new engineering school in nearby Needham – is an interesting, inherently interdisciplinary, place that offers future opportunities.

—Glenn Stark
Professor of Physics

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 at Harvard Medical School. Boston also attracts many prestigious speakers and events, scientific and otherwise.

—Nancy H. Kolodny
Nellie Zuckerman Cohen and
Anne Cohen Heller Professor
of Health Sciences and
Professor of Chemistry





The Perfect Job

Ask a Wellesley professor who has made a career at the College if he or she would choose differently were it possible to make postgraduate choices over again. You will hear remarkable satisfaction. It's not unusual to hear "Wellesley is a great place to work" or "I have the perfect job."

I have had the perfect job for what I was trained to do. At Wellesley, I have had good students, I have been able to take teaching seriously, and I have been able to do research in an environment where research is taken seriously. Wellesley offers all the best advantages of a liberal arts college, with the additional advantage that it is next to a major research center. For me, it has been a very productive environment. My research has made me a better teacher. The best predictor of a good tenured teacher is productivity – immersion in research – in the early years. I have been good for Wellesley; Wellesley has been good for me. I'm not exaggerating; it's been a perfect job.

—Karl E. Case
Katharine Coman and
A. Barton Hepburn
Professor of Economics

Looking back on nearly 30 years of teaching at Wellesley, I can say that the job has been all-consuming – in a good way. It has been continuously rewarding. I have been fully engaged as a teacher and researcher over a long career. With the prospect of retirement coming closer, I realize that I can't imagine not being part of a community of colleagues and students who are interested in learning. I guess I'm here forever.

—Andrea Gayle Levitt
Margaret Clapp '30
Distinguished Alumna
Professor of French and
Linguistics

I can't think of a place where I'd rather be – and I have colleagues all over the world. After graduate school, I started in research at a large university, focusing narrowly on my special field. I came to Wellesley almost by chance, after speaking with an astronomy professor at Wellesley about teaching at a liberal arts college. I started as a leave replacement, continuing to work at my old university. After several years, I realized that I was happier at Wellesley. Wellesley is a great place to teach and to do research.

—Richard G. French
Louise Sherwood
McDowell and Sarah
Frances Whiting
Professor of Astrophysics
and Professor of
Astronomy



Wellesley College: An Overview

The College

The mission of Wellesley College is to provide an excellent liberal arts education for women who will make a difference in the world. The College's campus is located just 12 miles west of Boston on over 450 acres of woodlands, hills, meadows, an arboretum, ponds, and miles of footpaths and trails bordering Lake Waban. Inside the College halls, state-of-the-art academic facilities, ranging from creative arts media to advanced scientific research equipment support Wellesley's curriculum and are available for the use of students and faculty.

Wellesley College has been a leader in the education of women since 1875. Today, Wellesley is one of the top liberal arts colleges in the country, whether measured by the strength of its admitted and enrolling students, awards and fellowships received by its graduates, graduate school admissions, statistics measuring resources available to students and faculty, or assessments from peer institutions.

With 2,300 undergraduate students from 49 states and 64 countries, Wellesley is also one of the most diverse colleges in the country. In addition, roughly 100 nontraditional-aged students enroll each year through an endowed program. Admission to Wellesley is need-blind for students from the United States. More than half of all students receive some form of financial assistance from the College.

The Wellesley curriculum has been dynamic and responsive to social change and new fields of study. Wellesley offers more than 1,000 courses, and 55 majors, both departmental and interdepartmental. To ensure that students gain insight and awareness in areas outside of their major fields, the College requires that they elect nine units drawn from eight designated categories as part of the 32 units required for graduation. Distribution course groups are defined in terms of their substance or methodology – language and literature; visual arts, music, video, film and theatre; social and behavioral analysis; epistemology



and cognition; ethics, religion, and moral philosophy; historical studies; natural and physical science; mathematical modeling and computer science. Other requirements for the Wellesley degree include a first-year course in expository writing; demonstrated proficiency in a foreign language; a multicultural course; quantitative reasoning course work; and at least four advanced courses.

One of the distinctive characteristics of Wellesley is that it is an undergraduate institution which also houses a number of centers for specialized research. The Child Study Center, directed through the psychology department, serves both as a preschool and as a laboratory for early childhood research. The Wellesley Centers for Women sponsor research on women's psychological development and on the prevention of psychological problems and conduct scholarly and policy-oriented research on issues related to women's experience.

The Wellesley faculty is a community of scholars and researchers. Dedicated to teaching, they bring a vast range of academic and professional interests to the College. The excellence of the College springs from their energy and talent, without which the potential of Wellesley's many resources could not be fully realized. Professors at Wellesley are committed to all aspects of life in the community and are available to students outside of the classroom.

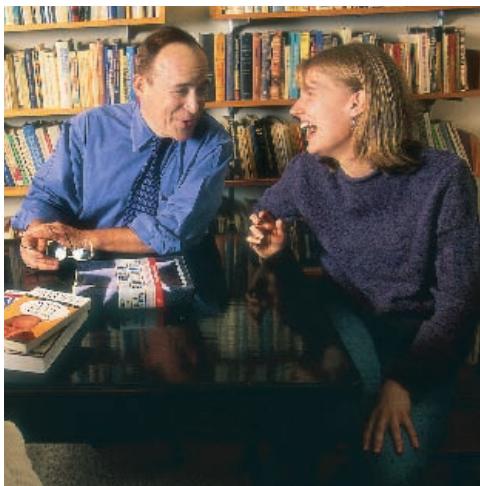
Excellent academic facilities support teaching and research at Wellesley. At the intellectual heart of the College is the Wellesley College Library, which received the first national "Excellence in Academic Libraries" award in 2000. The collections of the Margaret Clapp Library – the College's main library – and the art, astronomy, music and science libraries, all of which are accessible online – contain more than 1.5 million items, including special collection treasures.

The Knapp Media and Technology Center – a gift from Betsy Wood Knapp '64 – provides state-of-the-art course-support services (including course reserves), media services, and language laboratory facilities. Dedicated Information Services specialists assist faculty and students in the use of the College's technology and information resources and collaborate in the development of multimedia projects.

Students and faculty in the arts enjoy excellent facilities in the Jewett Arts Center and the Davis Museum and Cultural Center. Jewett houses the music and art departments. The art wing contains offices, classrooms, studios, photography darkrooms, video and computer facilities, the art library and a gallery for exhibiting student work. The music wing contains the music library, listening rooms, practice studios, classrooms, and offices. The Jewett Auditorium, a 320-seat theater, is used for music performances, theater events, lectures, and symposia.

The Davis Museum and Cultural Center is the fine arts museum of the College. The Davis Museum, designed by Raphael Moneo, is one of the most significant examples of museum architecture in the country. Its spacious galleries house the College's permanent collection of more than 8,000 works – one that spans 3,000 years of history and includes masterpieces by artists seminal to the history of art as well as works by emerging artists and those deserving greater attention.

The Lulu Chow Wang Campus Center, which opened in 2005, is a building designed to facilitate strong bonds among students, faculty, colleagues, and alumnae. The mission of the Campus Center is to enable faculty, students, and staff as well as their friends and associates to play and work together in a common space; to give student organizations flexible meeting space; to allow small and large groups of students to gather spontaneously and for planned events.



Faculty

One of Wellesley College's greatest assets is its excellent faculty. Of the 343 faculty members, 241 faculty members are full-time. Of full-time faculty, approximately 99 percent of the tenured and tenure-track faculty hold doctoral degrees or the equivalent. Of the 175 tenured faculty, 54 percent are women; in the tenure-track ranks, 46 percent of the faculty are women.

Minority faculty constitute 19 percent of the tenured, 27 percent of the tenure-track rank, and 21 percent of the total tenured and tenure-track faculty. The College is committed to recruiting and retaining the highest quality and most diverse faculty and to fostering their continued development as teachers, scholars, and members of the community.

It is the College's hope that junior faculty will take advantage – for the years prior to the first reappointment decision – of the opportunities available for improvement of teaching offered by the Pforzheimer Learning and Teaching Center (PLTC) and grant funding for teaching innovation available through the Office of the Dean of the College. At the start of the fall term, the Center invites new faculty members to attend an orientation which highlights programs and services of the PLTC and includes a working session on teaching. In addition, the PLTC conducts a yearlong seminar which provides an opportunity for new faculty members to engage in serious, sustained conversation about teaching in an atmosphere free of evaluation.

Within departments, senior faculty are expected to mentor their junior colleagues. Given that the former are also required to make judgments leading to reappointment and tenure decisions, the College also offers two non-departmental, voluntary mentoring programs for tenure-track faculty. One of these mentoring programs, called "teaching partners," is administered by the PLTC and focuses on ped-

agogy. The other program pairs a tenure-track faculty member with a senior faculty member outside of his or her department. This mentor advises the junior colleague on all matters related to succeeding at Wellesley College.

Faculty Course Load

The faculty course load at Wellesley has been four units per year, generally two each semester, since 1988. This course load is designed to allow Wellesley faculty members to maintain a healthy and creative balance between their roles as teachers and researchers. It also allows faculty members time to play a strong role in advising students.

Evaluation of Faculty Performance: Before Tenure and Beyond

Evaluation of faculty performance, fully described in the College's Articles of Government, Book I, Article IX, is the responsibility of the Reappointments and Promotions Committees of the individual departments and the college-wide Committee on Faculty Appointments until a faculty member is promoted to full professor. The evaluation process includes visits to classes by senior colleagues for pretenure decisions as well as student evaluations in assessing teaching performance for all reappointments, tenure, promotion and merit decisions. Faculty members being evaluated present a statement of his or her professional achievements and plans for the future.

Evaluation of scholarly achievement depends on direct evaluation of the candidate's work (publications, works of art, and other submissions) by members of the department, Reappointments and Promotion Committees, and the Committee on Faculty Appointment. These committee evaluations are aided by external professional evaluations, including five letters solicited from scholars in the field for tenure decisions. Service to the College and to the profession also play an important role in faculty evaluation.

Evaluation of Teaching

As an institution, Wellesley is committed to excellence in instruction. In an informal way, faculty think and talk about teaching continually. This culture of teaching is bolstered by a range of formal policies which are intended to monitor the quality of instruction and encourage improvement and innovation in teaching.

Characteristic is the system of student course evaluation, introduced in 1971 and now administered online. Faculty class visits are another means of development and evaluation of teaching. Class visits consist of visits by tenured faculty to untenured colleagues' classes.

Advising of Students

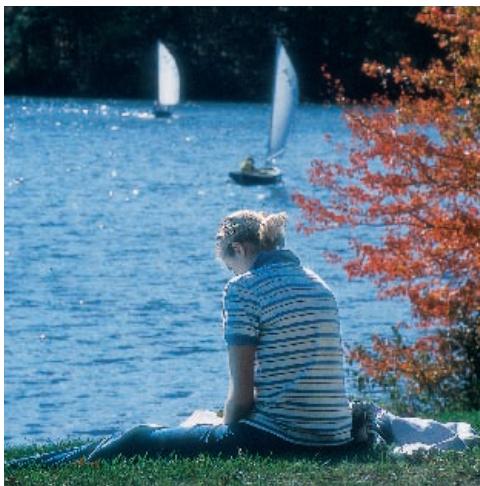
Faculty members are expected to assume responsibility for advising first-year students and sophomores, majors in one's own department and in related interdepartmental programs. The first-year advising program is particularly important given the diversity of backgrounds and college preparation of entering students.

Resources for Innovation in Teaching

Funds to support the development of experimental courses are administered by the College's Committee on Educational Research and Development (ER&D) – a committee in the Office of the Dean.

Resources for Student-Faculty Collaboration

Faculty research involving student coinvestigators takes place through the academic year and the summers. Each year, 450 to 550 students elect courses numbered 350 (research or individual study) or 360/370 (senior thesis research / senior thesis). Summer research programs, involving between 50 and 80 students, are located in the Science Center, and in other areas of the College.



The College also provides internal funding for student-faculty collaboration and travel for students to academic conferences. This funding was made available after a Ford Foundation initiative at Wellesley demonstrated the benefit of collaboration to both students and faculty participants.

Resources for Faculty Research

Faculty research, both with and without student involvement, has become increasingly important at Wellesley. Also important has been a significant increase in the funds available for internal faculty research awards. Since 1989, the College has created endowments for faculty research support in the humanities, social sciences and the natural sciences.

Sabbatical Leaves

Support for faculty scholarship is also reflected in the College's generous sabbatical leave program. Faculty are eligible to apply for a semester leave after six semesters of teaching, or a year leave after six years of teaching. They are required to undertake a rigorous search for outside funding in order to receive a fully funded leave (100 percent of salary and benefits), though full salary and benefits will be given even if the proposals are not funded. Tenure-track faculty are also eligible for a year of early leave after the first multiyear reappointment. Early leaves are funded in the same way as sabbatical leaves.

Parental Leaves

The parental leave benefit enables tenure-track faculty to exclude the year in which a parental leave is taken from the years in rank. The benefit includes two units of course release to the parent who takes primary responsibility for the new child in the semester of the birth or adoption, or one unit each in the following year.

Early Childhood Centers

The College has two early childhood centers on campus. Wellesley's Child Study Center is a model nursery school for children ages two, three, and four years as well as a laboratory for Wellesley College students taking developmental psychology and/or education classes. The school strives to maintain heterogeneous classes in terms of ethnicity and socioeconomic status. Although the school receives applications from many more children than it can accept, the children of Wellesley faculty members receive priority. Another child-care option on the College campus is provided by the Wellesley Community Children's Center which offers infant and toddler care in addition to a preschool program.

Pension Benefits

Similar to faculty salaries, the pension benefits offered by the College have continued to be most generous.

Health Insurance and Dental Insurance

Faculty members working half-time or more are eligible to enroll in either individual or family coverage. These faculty members are eligible for the normal College contribution to either individual or family coverage. Faculty members must enroll within the first 30 days of employment to comply with provider enrollment regulations. The faculty member's contributions for health and dental insurance may be deducted from the faculty member's monthly paycheck on a before-tax basis.

Faculty Housing Benefits

Over the years, the College has shaped a generous housing program to address the fact that Wellesley is an affluent town with housing prices to match. The College now owns 100 units – 40 houses and 60 apartments – of different types and sizes, all within walking distance of the campus.

Many new faculty choose to live in college housing when they arrive, and move to bigger units as their families grow. Some senior professors recall the years when their children were young and they lived in faculty housing on the quiet, child-friendly streets adjoining the campus as an idyllic time.

When a faculty member receives tenure, he or she becomes eligible for a generous mortgage program. Under this program, the College shares the purchase of a house – two-thirds (college) to one-third (faculty member) – within a ten-mile radius of the campus.



The Academic Centers

Susan and Donald Newhouse Center for the Humanities

The humanities departments at Wellesley College are well known for their strength – whether measured in terms of teaching, scholarly publications of faculty, or accomplishments of graduates. In 2003, in recognition of the important place of the humanities at Wellesley, Susan Marley Newhouse '55 and her husband, Donald, gave the College a gift to create a new humanities center, including a visiting assistant professorship in creative writing. The vision for the Center, which inspired the Newhouses' gift, is of a space, both physical and conceptual, that will allow for connections across disciplines and bring the extended College community together for intellectual exchange on the arts, classics, culture, history, languages, literature, and philosophy.

Knapp Social Science Center

The Knapp Social Science Center – home to anthropology, economics, international relations, political science, and sociology – was created to integrate the social sciences and to provide instructional space that is varied in design and layout. Dedicated in January 2001, the Center – made possible by a generous gift from Trustee Betsy Wood Knapp '64 and her husband, Bud – is a place where faculty and students across the social sciences can learn and teach together, using state-of-the-art technological tools. The Knapp Center fosters interdisciplinary exchange among faculty and students as well as social interaction. Since the Center opened, the social science departments and programs have held several faculty seminars each semester. These seminars have focused on seminal books and articles in the social sciences – works that have resonated outside the field of the author. Out of these exchanges have come proposals for team teaching and discussions of research that cross departmental boundaries.

Science Center

Wellesley's Science Center houses eight departments – astronomy, biological sciences, chemistry, computer science, geosciences, mathematics, physics, and psychology – as well as six interdepartmental programs – astrophysics, biological chemistry, cognitive science, cognitive and linguistic sciences, environmental studies, and neuroscience – in a contemporary setting that fosters interdisciplinary discussion and study. The Science Center building – more than 130,000 square feet in size, with spaces designed to facilitate interdisciplinary cooperation – includes up-to-date teaching and research laboratories equipped with state-of-the-art instrumentation, extensive computer facilities, and modern classrooms.

The Science Center's auxiliary facilities include an observatory, greenhouses, arboretum, and botanical gardens.

The Whitin Observatory. Located behind the Science Center, the College's observatory – considered an unusually fine facility for undergraduate training in astronomy – contains laboratories, classrooms, a darkroom, and the astronomy library. Its research equipment includes 6-, 12-, and 24-inch telescopes, state-of-the-art electronics, and computers.

The Margaret C. Ferguson Greenhouses, the Alexandra Botanic Garden, and the Hunnewell Arboretum. The College's 15 greenhouses, recently renovated, contain a diverse collection of exotic plants (over 1,000 varieties) representing various climatic regions from around the world. The 22 acres of the arboretum and the botanic garden showcase an extensive collection of hardy trees and shrubs for New England (500 species in 500 families), many having been planted in the early twentieth century. These collections support courses and research in the biological sciences. The facilities are an outstanding teaching and community resource visited by thousands each year.

The Pforzheimer Learning and Teaching Center

The Pforzheimer Learning and Teaching Center supports the intellectual life of both students and faculty at Wellesley. Established in 1992, the Center was renamed in honor of Elizabeth Strauss Pforzheimer '59 and her husband, Carl, in 2001 in recognition of a permanent endowment for the Center. The Center helps students realize their full academic potential, with programs such as peer tutoring, peer advising, and effective public speaking. The Center also supports faculty in sharing innovative teaching techniques among themselves. For both students and faculty, the Center supports the powerful educational exchange that happens when peers teach one another.

Other colleges and universities have learning centers, but the Pforzheimer Learning and Teaching Center is unusual in having a dual focus on learning and teaching. Effective student support translates directly into the teaching and learning atmosphere in the classroom. Wellesley faculty appreciate the quality and motivation of the students they teach. Good students who are fully engaged in the classroom make teaching at Wellesley a pleasure – one that adds to faculty members' own learning, to their creativity and research, and to their development as teachers.

