

Mount Holyoke College



Self-Study

Prepared for
Evaluation for Reaccreditation
by the
Commission on Institutions of Higher Education
New England Association of Schools and Colleges

July 2007

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Institutional Characteristics

This form is to be completed and placed at the beginning of the self-study report:

Date: July 1, 2007

1. Corporate name of institution: Trustees of Mount Holyoke College
2. Address (city, state, zip code): South Hadley, MA 01075
Phone: 413-538-2500 URL of institutional webpage: www.mtholyoke.edu
3. Date institution was chartered or authorized: 1837 as Mount Holyoke Female Seminary
4. Date institution enrolled first students in degree programs: 1837
5. Date institution awarded first degrees: 1838
6. Type of control: (check)

| | |
|---|---|
| <u>Public</u> <input type="checkbox"/> State <input type="checkbox"/> City <input type="checkbox"/> Other (Specify) _____ | <u>Private</u> <input checked="" type="checkbox"/> Independent, not-for-profit <input type="checkbox"/> Religious Group (Name of Church) _____ <input type="checkbox"/> Proprietary <input type="checkbox"/> Other: (Specify) _____ |
|---|---|
7. By what agency is the institution legally authorized to provide a program of education beyond high school, and what degrees is it authorized to grant? Commonwealth of Massachusetts
(Attach a copy of the by-laws, enabling legislation, and/or other appropriate documentation to establish the legal authority of the institution to award degrees in accordance with applicable requirements.)
8. Level of postsecondary offering (check all that apply)

| | |
|---|---|
| <input type="checkbox"/> Less than one year of work | <input type="checkbox"/> First professional degree |
| <input type="checkbox"/> At least one but less than two years | <input checked="" type="checkbox"/> Master's and/or work beyond the first professional degree |
| <input type="checkbox"/> Diploma or certificate programs of at least two but less than four years | <input type="checkbox"/> Work beyond the master's level but not at the doctoral level (e.g., Specialist in Education) |
| <input type="checkbox"/> Associate degree granting program of at least two years | <input type="checkbox"/> A doctor of philosophy or equivalent degree |
| <input checked="" type="checkbox"/> Four or five-year baccalaureate degree granting program | <input checked="" type="checkbox"/> Other <u>Postbaccalaureate Certificate</u> |

9. Type of undergraduate programs (check all that apply)

- | | |
|--|--|
| <input type="checkbox"/> Occupational training at the crafts/clerical level (certificate or diploma) | <input checked="" type="checkbox"/> Liberal arts and general |
| <input type="checkbox"/> Occupational training at the technical or semi-professional level (degree) | <input checked="" type="checkbox"/> Teacher preparatory |
| <input type="checkbox"/> Two-year programs designed for full transfer to a baccalaureate degree | <input type="checkbox"/> Professional |
| | <input type="checkbox"/> Other _____ |

10. The calendar system at the institution is:

- Semester Quarter Trimester Other _____

11. What constitutes the credit hour load for a full-time equivalent (FTE) student each semester?

- a) Undergraduate 16 credit hours
 b) Graduate 8 credit hours
 c) Professional _____ credit hours

12. Student population: Fall 2006

a) Degree-seeking students:

| | Undergraduate | Graduate | Total |
|-----------------------------|---------------|----------|-------|
| Full-time student headcount | 2097 | 4 | 2101 |
| Part-time student headcount | 52 | 0 | 52 |
| FTE | 2125 | 4 | 2129 |

b) Number of students (headcount) in non-credit, short-term courses: _____

13. List all programs accredited by a nationally recognized, specialized accrediting agency. List the name of the appropriate agency for each accredited program:

N/A

14. Off-campus Locations. List all instructional locations other than the main campus. For each site, indicate whether the location offers full-degree programs, 50% or more of one or more degree programs, or courses only. Record the FTE enrollment for the most recent fall semester. Add more rows as needed.

| | Full degrees? | 50% or more? | Courses only? | FTE Enrollment |
|----------------------------|---------------|--------------|---------------|----------------|
| A. In-state Locations | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| B. Out-of-state Locations | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| C. International Locations | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |

15. Degrees and certificates offered 50% or more electronically: For each degree or certificate, indicate the level (certificate, associate's, baccalaureate, master's, professional, doctoral), the percent that may be completed on-line, and the number of matriculated students for the most recent fall semester. Enter more rows as needed.

| Name of program | Degree level | % on-line | Students |
|-----------------|--------------|-----------|----------|
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |

16. Instruction offered through contractual relationships: For each contractual relationship through which instruction is offered, indicate the name of the contractor, the location of instruction, the program name and degree level, and the percent of the degree that may be completed through the contractual relationship. Enter more rows as needed.

| Name of contractor | Location | Name of program | Degree level | % of degree |
|--------------------|----------|-----------------|--------------|-------------|
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |

17. List by name and title the chief administrative officers of the institution. (Use the table provided on the next page.)
18. Supply a table of organization for the institution. While the organization of any institution will depend on its purpose, size and scope of operation, institutional organization usually includes four areas. Although every institution may not have a major administrative division for these areas, the following outline may be helpful in charting and describing the overall administrative organization:
- Organization of academic affairs, showing a line of responsibility to president for each department, school division, library, admissions office, and other units assigned to this area;
 - Organization of student affairs, including health services, student government, intercollegiate activities, and other units assigned to this area;
 - Organization of finances and business management, including plant operations and maintenance, non-academic personnel administration, auxiliary enterprises, and other units assigned to this area;
 - Organization of institutional advancement, including fund development, public relations, alumni office and other units assigned to this area.
19. Record briefly the central elements in the history of the institution:

In 1837 the institution, founded by Mary Lyon, was chartered as Mount Holyoke Female Seminary. In 1888 the act of incorporation was amended, and the name was changed to Mount Holyoke Seminary and College. In 1893, the institution became Mount Holyoke College. The College has retained its mission as a liberal arts college for women throughout its history.

CHIEF INSTITUTIONAL OFFICERS

| <u>Function Or Office</u> | <u>Name</u> | <u>Exact Title</u> |
|--------------------------------|---------------------|--|
| Chair Board of Trustees | Leslie Anne Miller | Chair of the Board of Trustees |
| President/Director | Joanne V. Creighton | President |
| Chief Academic Officer | Donal O'Shea | Vice President for Academic Affairs and Dean of Faculty |
| Chief Financial Officer | Mary Jo Maydew | Vice President for Finance and Administration |
| Chief Student Services Officer | Lee Bowie | Vice President for Student Affairs and Dean of the College |
| Institutional Research | Alison Donta | Director of Institutional Research |
| Development | Charles Haight | Vice President for Development |
| Library | Patricia Albanese | Director of Library and Information Technology Services |
| Chief Information Officer | Patricia Albanese | Director of Library and Information Technology Services |
| Grants/Research | Donal O'Shea | Vice President for Academic Affairs and Dean of Faculty |
| VP of Enrollment | Jane B. Brown | Vice President for Enrollment and College Relations |
| Admissions | Diane Anci | Dean of Admission |
| Registrar | Elizabeth Pyle | Registrar |
| Financial Aid | Kathryn Blaisdell | Director of Student Financial Services |
| Public Relations | Patricia Vandenberg | Executive Director of Communications and Strategic Initiatives |
| Alumni Association | Rochelle Calhoun | Executive Director, Alumnae Association of Mount Holyoke College |
| Secretary of the College | Jesse Lytle | Assistant to the President/Secretary of the College |

Commonwealth of Massachusetts

In the Year of our Lord One thousand eight hundred & thirty six.

An Act to incorporate Mount-Holyoke Female Seminary.

Be it enacted by the Senate & House of Representatives in General Court assembled and by the authority of the same, that William Burdoin, John Todd, Joseph D. Condit, David Choate and Samuel Williston, their associates and successors be & are hereby incorporated by the name of the Trustees of Mount-Holyoke Female Seminary, to be established in South-Hadley in the County of Hampshire, with the powers & privileges and subject to the duties and liabilities provided in "Chapter forty-fourth of the Revised Statutes passed November fourth in the year one thousand eight hundred and thirty five," and with power to hold real and personal estate not exceeding in value One hundred thousand dollars, to be devoted exclusively to the purposes of education.

House of Reps July 10th 1836

Passed to be enacted

Julius Rockwell. Speaker

In Senate July 10th 1836.

Passed to be enacted

Strace Mann. President

Council Chamber

11th July 1836

Approved

Edward Everett

Acts of the General Court of the Commonwealth
of Massachusetts Relating to the Trustees
of Mount Holyoke College

AN ACT to Incorporate Mount Holyoke Female Seminary.

BE IT enacted by the Senate and House of Representatives, in General Court assembled, and by the authority of the same, That William Bowdoin, John Todd, Joseph D. Condit, David Choate, and Samuel Williston, their associates and successors, be, and hereby are incorporated, by the name of the Trustees of Mount Holyoke Female Seminary, to be established in South Hadley, in the County of Hampshire, with the powers and privileges, and subject to the duties and liabilities, provided in chapter forty-fourth of the Revised Statutes, passed November fourth in the year one thousand eight hundred and thirty-five, and with power to hold real and personal estate, not exceeding in value one hundred thousand dollars, to be devoted exclusively to the purposes of education. /Feb. 11, 1836./

AN ACT to authorize the Trustees of Mount Holyoke Female Seminary to hold additional Real and Personal Estate.

BE IT enacted, &c., as follows:

SECTION 1. The Trustees of the Mount Holyoke Female Seminary are hereby authorized to hold real and personal estate to the amount of four hundred thousand dollars, in addition to the amount which they are now authorized to hold, to be devoted exclusively to the purposes of education.

SECTION 2. This act shall take effect upon its passage.

Approved February 26, 1869.

AN ACT to authorize the Mount Holyoke Female Seminary to hold additional real and personal estate.

BE IT enacted, etc., as follows:

The Mount Holyoke Female Seminary is authorized to hold real and personal estate to an amount not exceeding one million dollars to be devoted exclusively to the purposes of education.

Approved March 9, 1887.

AN ACT to Amend the Act of Incorporation of Mount Holyoke Female Seminary.

BE IT enacted by the Senate and House of Representatives in General Court assembled, and by the authority of the same, as follows:

SECTION 1. The name of The Trustees of Mount Holyoke Female Seminary is changed to The Trustees of Mount Holyoke Seminary and College.

SECTION 2. The corporation of Mount Holyoke Seminary and College is hereby authorized to grant such honorary testimonials, and confer such honors, degrees and diplomas as are granted or conferred by any university, college or seminary of learning in this Commonwealth; and the diplomas so granted shall entitle the possessors to the immunities and privileges allowed by usage or statute to the possessors of like diplomas from any university, college or seminary of learning in this Commonwealth: provided, nevertheless, that no such honors, degrees or diplomas shall be conferred except by the vote of a majority of the trustees of said corporation.

Approved, March 8, 1888.

AN ACT to Change the Name of the Trustees of Mount Holyoke Seminary and College.

BE IT enacted by the Senate and House of Representatives in General Court assembled, and by the authority of the same, as follows:

SECTION 1. The name of The Trustees of Mount Holyoke Seminary and College is hereby changed to The Trustees of Mount Holyoke College.

SECTION 2. All devises, bequests, conveyances and gifts heretofore or hereafter made to said corporation by either of said names shall vest in The Trustees of Mount Holyoke College.

SECTION 3. This act shall take effect upon its passage.

Approved, January 31, 1893.

AN ACT to authorize the Trustees of Mount Holyoke College to hold additional real and personal Estate.

BE IT enacted by the Senate and House of Representatives in General Court assembled, and by the authority of the same, as follows:

SECTION 1. The Trustees of Mount Holyoke College are hereby authorized to hold real and personal estate to an amount not exceeding two million dollars.

SECTION 2. This act shall take effect upon its passage.

Approved, March 9, 1894.

AN ACT to authorize the Trustees of Mount Holyoke College to hold additional real and personal Estate.

BE IT enacted by the Senate and House of Representatives in General Court assembled, and by the authority of the same, as follows:

SECTION 1. Section one of chapter ninety of the acts of the year eighteen hundred and ninety-four is hereby amended by striking out the word "two," in the third line, and inserting in place thereof the word:--four,--so as to read as follows:--Section 1. The Trustees of Mount Holyoke College are hereby authorized to hold real and personal estate to an amount not exceeding four million dollars.

SECTION 2. This act shall take effect upon its passage.

Approved, February 17, 1910.

AN ACT to authorize the Trustees of Mount Holyoke College to hold additional real and personal Estate.

BE IT enacted by the Senate and House of Representatives in General Court assembled, and by the authority of the same, as follows:

SECTION 1. Section one of chapter ninety of the acts of the year eighteen hundred and ninety-four, as amended by section of chapter one hundred and two of the acts of the year nineteen hundred and ten, is hereby further

amended by striking out the word "four," in the third line, and inserting in place thereof the word:--seven,--so as to read as follows: Section 1. The Trustees of Mount Holyoke College are hereby authorized to hold real and personal estate to an amount not exceeding seven million dollars.

SECTION 2. This act shall take effect upon its passage.

Approved, February 23, 1917.

AN ACT to authorize the Trustees of Mount Holyoke College to hold additional real and personal Estate.

BE IT enacted by the Senate and House of Representatives in General Court assembled, and by the authority of the same, as follows:

SECTION 1. Section one of chapter ninety of the acts of the year eighteen hundred and ninety-four, amended by section one of chapter one hundred and two of the acts of the year nineteen hundred and ten and by chapter one hundred and twenty-two of the special acts of nineteen hundred and seventeen, is hereby further amended by striking out, in the third line, the word "seven," and inserting in place thereof the word:--ten,--so as to read as follows: Section 1. The Trustees of Mount Holyoke College are hereby authorized to hold real and personal estate to an amount not exceeding ten million dollars.

Approved, March 29, 1921.

AN ACT authorizing the Trustees of Mount Holyoke College to hold additional real and personal Estate.

BE IT enacted by the Senate and House of Representatives in General Court assembled, and by the authority of the same, as follows:

Section one of chapter ninety of the acts of eighteen hundred and ninety-four, as amended by section one of chapter one hundred and two of the acts of nineteen hundred and ten, by chapter one hundred and twenty-two of the special acts of nineteen hundred and seventeen, and by section one of chapter one hundred and eighty of the acts of nineteen hundred and twenty-one, is hereby further amended by striking out, in the third line, the word "ten" and inserting in place thereof the word:--fifteen,--so as to read as follows:--

Section 1. The Trustees of Mount Holyoke College are hereby authorized to hold real and personal estate to an amount not exceeding fifteen million dollars.

Approved, March 26, 1935.

AN ACT to authorize the Trustees of Mount Holyoke College to hold additional real and personal estate.

Be it enacted by the Senate and House of Representatives in General Court assembled, and by the authority of the same, as follows:

The Trustees of Mount Holyoke College are hereby authorized to hold real and personal estate in the manner and for the purposes set forth in its charter to an amount not exceeding twenty million dollars.

Approved March 8, 1949.

AN ACT authorizing the Trustees of Mount Holyoke College to hold additional real and personal estate.

Be it enacted by the Senate and House of Representatives in General Court assembled, and by the authority of the same, as follows:

Section 1. Chapter 90 of the acts of 1894 is hereby amended by striking out section 1, as most recently amended by chapter 105 of the acts of 1935, and inserting in place thereof the following section:

Section 1. The Trustees of Mount Holyoke College are hereby authorized to hold real and personal estate to an amount not exceeding forty million dollars.

Section 2. Chapter 57 of the acts of 1949 is hereby repeated.

Approved February 21, 1957

AN ACT authorizing the Trustees of Mount Holyoke College to hold additional real and personal estate.

Be it enacted by the Senate and House of Representatives in General Court assembled, and by the authority of the same, as follows:

Chapter 90 of the acts of 1894 is hereby amended by striking out section 1, as most recently amended by section 1 of chapter 100 of the acts of 1957, and inserting in place thereof the following section:-

Section 1. The Trustees of Mount Holyoke College are hereby authorized to hold real and personal estate to an amount not exceeding sixty million dollars.

Approved April 30, 1964

AN ACT authorizing the Trustees of Mount Holyoke College to hold real and personal estate in any amount.

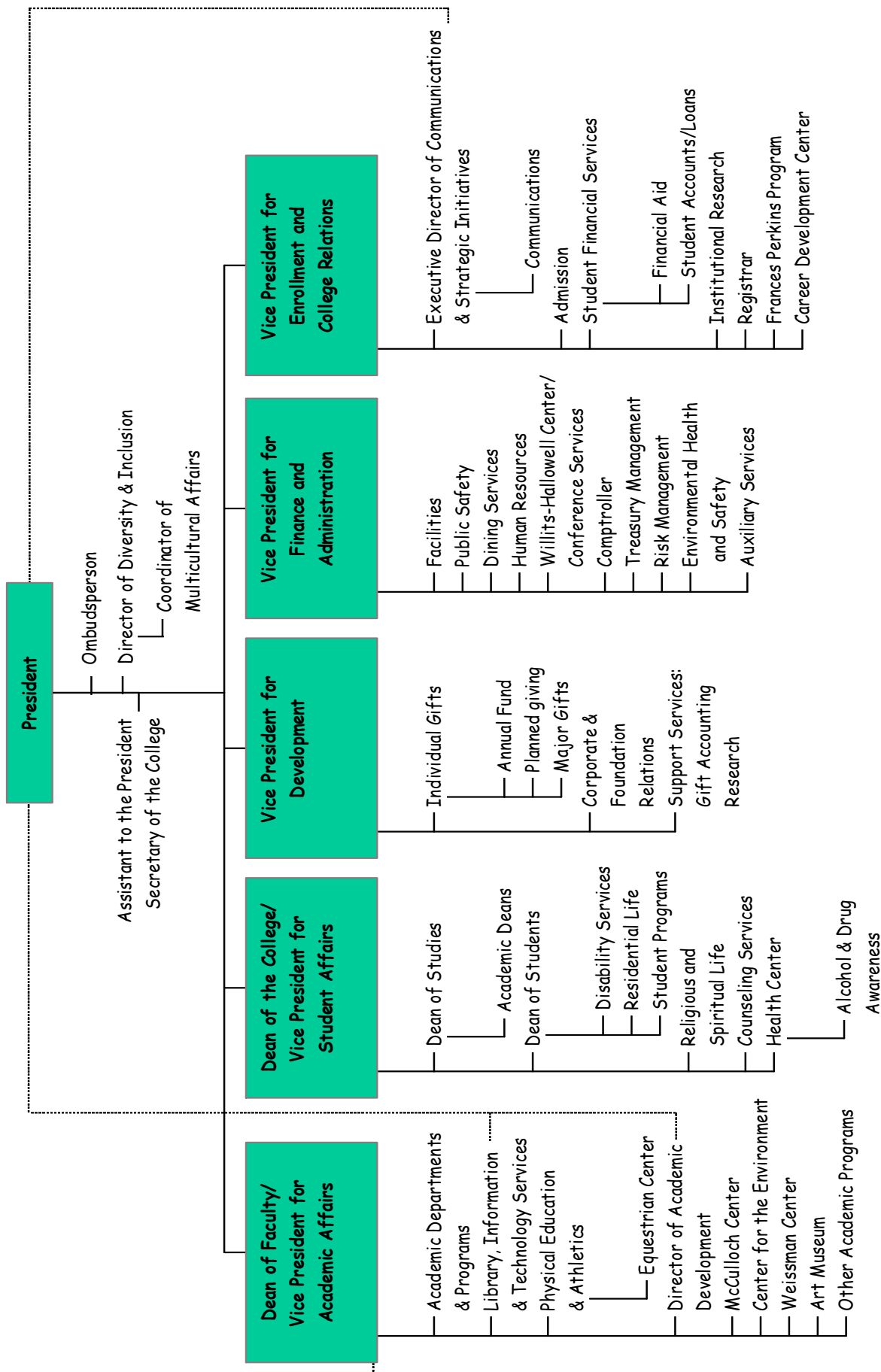
Be it enacted by the Senate and House of Representatives in General Court assembled, and by the authority of the same, as follows:

Chapter 90 of the acts of 1894 is hereby amended by striking out section 1, as most recently amended by chapter 333 of the acts of 1964, and inserting in place thereof the following section:-

Section 1. The Trustees of Mount Holyoke College are hereby authorized to hold real and personal estate in any amount.

Approved May 18, 1968

Chapter 298
The Commonwealth of Massachusetts
1968



PREFACE

Process, Participants, Goals

Preparation for Mount Holyoke's 2007 self-study began in 2002-2003, during the discussions leading to *The Plan for Mount Holyoke 2010*. The President and other members of Ad Hoc Committee on the Future of the College had noted early in their deliberations that our decennial reaccreditation review would fall halfway between 2003, when the new *Plan* was to be completed and adopted by the community, and 2010, the *Plan's* targeted end date. The Ad Hoc Committee decided to make this confluence of dates an integral part of the *Plan*. The last of the eight chapters of the *Plan for 2010*, entitled "Assessing Our Progress: Continuous Improvement," refers readers to an Assessment Checklist enumerating some outcomes measures, benchmarks, and timetables to guide assessment of the *Plan's* goals. The eighth chapter commits the College to a review of that checklist as part of the decennial reaccreditation review.

In some ways the self-study that follows is an extended response to the questions we posed to ourselves in the Assessment Checklist. We have not, however, tied ourselves to a set of seriatim responses to its questions, any more than we or other institutions tie ourselves to a set of seriatim responses to every item in each of NEASC's standards. We have, instead, told our story, using NEASC's eleven standards as our mode of organization, but letting our own sense of major issues drive the narrative within each standard. Once the eleven narratives were drafted, we checked to be sure we had not only addressed what NEASC expects us to address, but also responded as thoroughly as we now can, at this halfway moment, to the questions we asked ourselves in the Assessment Checklist. It is no coincidence that the issues most important to the College, as outlined in the pages that follow, are precisely the issues addressed in the *Plan*: the clarity and continued saliency of our mission; the strength of the academic program and faculty; links between the curricular and the cocurricular; diverse community and education for global as well as local citizenship; campus and facilities renewal; the strength of our financial and human resources; and the College's connections to and visibility within a range of constituencies beyond our gates. We have reframed and rethought some of those issues, and added some emerging new ones, but the general questions are still the right ones. And the Assessment Checklist's metaquestions—the questions about the questions—remain very much on target:

- Is the *Plan for 2010* serving well as an overall blueprint?
- Are all constituencies constructively engaged?
- Is there a sense of momentum and progress?

The overarching goals of the self-study—understanding self-study as both process and product—are to answer those three questions, and to ensure that the education we provide to our students meets the most rigorous possible interpretation of each of NEASC's standards.

In the course of producing this study, we have learned that the answer to each of the *Plan's* three metaquestions is a resounding yes. In fact, the self-study process has itself contributed, as we had hoped it would, to the ongoing engagement of the community and to a pervasive sense of progress and momentum. This sense of movement is not unexamined or uncritical—nor should it be. There are plenty of voices asking, about plenty of issues, that we try to get things more right. Our hope is that we have captured those aspirations in this self-study, particularly in the Projection sections ending each Standard.

The self-study was produced by a team of drafters, working in consultation with faculty committees and under the overall guidance of an umbrella self-study group composed of the five members of the Faculty Conference Committee and the eleven members of the Senior Staff. The drafting, and the many discussions about accreditation generally and our self-study in particular, were coordinated initially by the Associate Dean of Faculty, Sally Sutherland, working under the direction of President Joanne Creighton and Dean of Faculty Donal O'Shea. As the major sections of the draft began to come together, and as preparations began in earnest for the team's visit, the Assistant to the President and Secretary of the College, Jesse Lytle, stepped in to provide editorial, logistical, and other support, as well as crucial links to the Board of Trustees.

The initial drafter of Standards One, Two, and Three was Jesse Lytle. First readers and editors were President Creighton, Sally Sutherland, and members of the Executive Committee of the Board of Trustees.

The initial drafter of Standards Four and Five was Sally Sutherland. First readers and editors were the members of the Academic Priorities Committee, who worked through several drafts starting in Fall 2006 and moving into Spring 2007. These two standards were widely distributed among the faculty before other sections of the self-study were written, and they were discussed at several meetings of department and program chairs.

The initial drafters of Standard Six were Jane Brown, Vice President for Enrollment and College Relations, and Lee Bowie, Vice President for Student Affairs and Dean of the College. Early editors were the Admission staff, members of the Advisory Committee on Admission and Financial Aid, the Dean of the College's staff (including the Dean of Studies and the Dean of Students), and members of the Advisory Committee on Multicultural Community and College Life.

Standard Seven was drafted by Tom Warger, the Acting CIO in Library, Information, and Technology Services (LITS). Tom is standing in this year for Patricia Albanese, who is on scholarly leave (at Rochester Institute of Technology) from her post as CIO and Executive Director of LITS. Tom was assisted by Gail Scanlon and several other LITS staff members, as well by Pat Albanese who read drafts from afar. Standard Seven was vetted by members of the LITS Advisory Committee.

Standards Eight and Nine were drafted by Mary Jo Maydew, Vice President for Finance and Administration, and reviewed by members of the Faculty Committee on Planning and Budgeting.

Standard Ten was drafted by Patricia VandenBerg, Executive Director of Communications and Strategic Initiatives, with assistance from Kevin McCaffrey, Associate Director of Communications. Kevin has also taken responsibility for complying with the Commission's Policy and Procedures for Third Party Comments. Additional information and editing was supplied by Sally Sutherland, who also wrote the first draft of Standard Eleven.

President Creighton reviewed and edited virtually every draft of every standard. The first readers of the first full draft, after the President, were the Senior Staff (augmented for self-study purposes by the Associate Dean of Faculty) and the Board of Trustees. Each of the Board's ten committees reviewed specific sections of the self-study (e.g., the Education Committee reviewed Four and Five; the Finance Committee reviewed Eight and Nine), and the Board as a whole read and discussed the entire document.

At the same time the first complete draft was presented to the Trustees, it was posted on an internal web site for faculty, staff, and students. Over the months of February and March, discussions of the draft were held by virtually every faculty committee, the department and program chairs, the faculty as a whole in their March 2007 faculty meeting, the Student Government Association, and the staff through their directors and managers on the Operations Policy Council (OPC) as well as at an all-staff luncheon forum. The Alumnae Association distributed copies to members of the Association's Board of Directors. In April we sent a revised draft to Nancy Dye, chair of the visiting team, and to the Commission staff at NEASC. Also in April, self-study coordinators from the Five Colleges met to discuss common data needs and to share progress reports. (Each of the five campuses is being visited by the Commission within a one-year period: Hampshire, Mount Holyoke, and Smith in Fall 2007; Amherst in Spring 2008; the University of Massachusetts in Fall 2008.) Nancy Dye spent a day and a half on campus in mid-April, meeting with faculty, students, President Creighton, the Dean and Associate Deans of Faculty, and the Senior Staff. Late April and May were given over to final revisions, completion of the CIHE data sheets, preparation of this preface and the overview to follow, incorporation of comments from Louise Zak at NEASC, and final copyediting.

Our goal for this entire process has been twofold: to have every member of the Mount Holyoke community aware of the importance and the nature of reaccreditation specifically and accountability generally; and to create a document which speaks, in one way or another, for each of us. We wanted to produce a self-study about which any member of the student body, faculty, or staff could say: yes, this is our College, unmediated by spin, unafraid to look hard at areas we might improve, but also—in the many places where warranted—unabashedly proud.

OVERVIEW

Context, Changes, Findings

CONTEXT AND CHANGES: A LOOK BACK

The reaccreditation review of a decade ago coincided with the crafting of Mount Holyoke's first strategic plan under then new President Joanne Creighton. *The Plan for Mount Holyoke 2003*, which we submitted with extensive commentary as the text of our 1997 self-study, set forth an array of urgent priorities and tasks under four major headings:

- New initiatives and emphases: establish a center for leadership and public advocacy; institute a program in speaking, arguing, and writing; promote environmental literacy, research, study, and responsibility; increase links between liberal arts education and engagement with the world; involve alumnae more fully in the life and work of the College.
- Strengthening existing dimensions of the College: embrace diversity and build an inclusive community; build on the long-standing internationalism in our curriculum and community; support excellence and innovation in the sciences; encourage greater integration of the performing and expressive arts in the curriculum and College life; explore the creative use of information technology in learning and teaching; develop a more competitive and visible athletics program; foster vitalized student leadership, campus life, and support services; expand linkages with the Five Colleges; explore new curricular programs.
- Enrollment planning: secure heightened institutional recognition and visibility; strengthen the admissions profile; increase the diversity of the student body; improve the retention rate; provide substantial financial aid while increasing net tuition revenue.
- Resource management: achieve fiscal equilibrium by 2003 (in particular, reduce the tuition discount rate and decrease endowment reliance to no more than 5%); contain administrative costs and eliminate nonessential programs and services; protect physical assets by adequate maintenance; invest in technology and facilities needed for excellent education; conduct an ambitious, broadly based comprehensive campaign; evaluate progress by using benchmarks and other assessment measures.

The Commission on Institutions of Higher Education accepted the report of our 1997 visiting team and continued Mount Holyoke in accreditation with the request that we give particular emphasis over the first half of the next decade—up to the fifth-year interim report in fall 2002—to these concerns:

- effectively communicating the mission of the College;
- implementing, assessing, and modifying as necessary *The Plan for Mount Holyoke 2003*;
- simplifying the curriculum with particular focus on addressing faculty over-extension;
- completing the comprehensive facilities master plan and incorporating it into the integrated financial plan of *The Plan for 2003*;
- achieving financial equilibrium in relation to tuition discounting, success of the capital campaign, and implementation of new initiatives that increase demands on human and financial resources.

In our 2002 interim report, we described our successfully implemented new initiatives, especially the Weissman Center for Leadership and the Liberal Arts and the Center for the Environment; our strengthened work in diversity and internationalism and our renewed coordination and facilities in sciences, the arts, and information technology; and our success in meeting the two most serious challenges facing the College in 1997—improving our enrollment profile and achieving fiscal equilibrium. We also reported that we had reduced the faculty teaching load from five courses a year to four, while tightly controlling new hiring; completed a comprehensive facilities master plan; and met the dollar goal of the capital campaign so far ahead of schedule that we set a new and higher goal which we then surpassed. President Creighton, speaking at NEASC’s annual meeting in December 2003, ran through the goals Mount Holyoke had met or exceeded:

- Successive years of record-breaking applicant numbers have brought markedly increased student quality and diversity to the College.
- We renewed our faculty with outstanding tenure-track hires. Ours is also the most diverse faculty of our peers at top-ranked private liberal arts colleges and universities.
- High profile new initiatives—such as a new leadership center and speaking, arguing, and writing program—have drawn strong faculty leadership, deep student interest, significant donor support, and considerable attention in higher education and the media.
- The balance sheet is markedly stronger with negative trends reversed. Instead of deepening fiscal disequilibrium, we saw rising tuition revenues, disciplined cost cutting, and increasing gifts. We were able to invest significant new resources in the academic program and new initiatives, redress slippage in faculty and staff salaries, build reserves for physical plant, and achieve a balanced budget meeting a strict definition of fiscal equilibrium.
- We launched a major fund drive, exceeded our 200 million dollar goal, and have now surpassed our new goal of \$250 million in the final month of the campaign.
- We completed a facilities master plan and landscape master plan, and, in one of the most significant building periods in the College’s history, have completed four major building projects (music, art, science, student center).
- Overall spirits are high with an unmistakable sense of buoyancy, optimism, and energy which contrasts starkly with the widespread malaise and anxiety before the planning process. There is a shared feeling among students, faculty, staff, trustees, and alumnae that Mount Holyoke College has confidently reclaimed its legacy of excellence and leadership.

The Commission’s response to our interim report that year commended the College for addressing the issue of faculty over-extension, for achieving financial targets and greater financial flexibility, and for achieving the goals of the *Plan for 2003*. Mount Holyoke, the Commission’s letter said, is “a dynamic and energetic institution which seeks to identify challenges and appropriate responses to them.” The Commission asked that the self-study prepared for the Fall 2007 comprehensive evaluation give particular emphasis to the College’s success in:

- implementing *The Plan for Mount Holyoke 2010*
- continuing to achieve financial equilibrium

FINDINGS: A LOOK AHEAD

We submit here the self-study for which the Commission asked. It attends closely and constantly to *The Plan for 2010*, and it describes (especially in Standard 9) the process by which we make the sometimes challenging adjustments needed to maintain fiscal equilibrium.

Our self-study sounds many of the same notes as the self-study of a decade ago, which is one reason we have taken some time in the preceding pages to rehearse those themes. There are enormous differences in degree, but seldom differences in kind. For example, the present challenge of maintaining a robust applicant pool of three thousand students certainly would have seemed, from the vantage point of two thousand applicants in 1997, like a wonderful challenge to have. That doesn't make it, in 2007, any less of a challenge. For another example, the challenge of supporting faculty who are overstretched teaching four courses a year while maintaining productive research programs might have seemed, from the perspective of 1997's five-course load, like something we could surely cope with. But supporting first-rate faculty teaching, research, and the time to do both is no less a challenge today.

The themes emerging from the 2007 self-study are thus familiar ones. We have new challenges in the old categories.

- Our mission is clear, succinctly stated, and well understood, but we are continually pressed to find new ways of attracting excellent students, doing more with fewer resources (financial and instructional) than our peers, and fostering connections for our students among their academic, cocurricular, and experiential realms of learning. This last—connecting—is the heart of our educational enterprise.
- Our approach to planning is now deeply embedded in virtually every corner of the College, as are the cycles of evaluation, adjustment, reevaluation, and readjustment. We have work to do in finding our way through the learning outcomes maze: carefully evaluating our academic programs and our students' paths after Mount Holyoke, while resisting the use of solely reductive measures to gauge the extraordinary benefits of a first-rate liberal arts education.
- Governance is shared and sound, but some of its structures and processes (what faculty committees do, for example, or how new tenure-track lines are parceled out) are not universally understood.
- The academic program is a rich mix of disciplinary and interdisciplinary programs, traditional requirements, and vast opportunities for student choice. Students need good advising to thread their way through our offerings and make the connections they seek. Classrooms and labs are essential venues for liberal arts education, but so increasingly are other learning contexts on and off campus. How do we help students connect theory and practice and pull together the various elements of their college experience—academic, co-curricular, experiential—to create a more seamless, developmentally sound education? And how do we best capitalize on our pioneering role in women's education to help today's young women more intentionally integrate their academic experiences with what they hope to accomplish in the world?
- The faculty is diverse in every way, productive beyond the standards of most first-rate liberal arts colleges, and—above all—very good at teaching. We need more of them, and we must support them well.
- Our student profile is much stronger than a decade ago. But Mount Holyoke is a small, private liberal arts college for women in the town of South Hadley, while many of the students we seek are increasingly drawn to pre-professionally geared programs at large, public, co-educational institutions in urban settings. The public is skeptical about the purposes and expense of liberal education.

- Residential liberal arts education is expensive. Student-faculty ratios are low and operating costs for salaries, facilities, and technology are high. While supporting this quality of education is a challenge we share with many of our peers, we do so with fewer financial resources. Our endowment, though substantial by some standards, is half that of many other top-tier colleges. We are proud of our longstanding commitment to educational access, but it is costly. Though significantly improved since a decade ago, our tuition discount rate remains considerably higher than that of most colleges with which we compete, giving us less money to meet important needs, including support for faculty development, student experiential opportunities, and facilities.

As the Preface noted, this self-study is an extended assessment of where we stand in relation not only to NEASC's standards but also, and very importantly, in relation to our own *Plan for 2010*. The challenges identified in the opening pages of that *Plan* are the same challenges probed in the pages that follow: the challenges of globalization, the challenges of change, the challenges of meaning and values, and the challenge of institutional identity. The aspirations identified in the opening pages of the *Plan* remain the general projections—to use Commission language—for the eleven NEASC standards as a group and for Mount Holyoke as a whole:

This *Plan* [and this self-study] envisions an ever more highly functioning institution; an institution self-consciously poised to take advantage of every opportunity; one that is more nimble, supple, and scrappy than the institutions with which we compete. It aspires to have Mount Holyoke become the most focused, relevant, exciting, state-of-the-art liberal arts college in the country. It aims to enhance the College's position in the marketplace by strengthening the academic program; reinforcing key institutional strengths and values; building connections; improving the campus and facilities; strategically stewarding college resources; and aggressively cultivating institutional support and visibility.

(*Plan for Mount Holyoke 2010*, p. 3)

A NOTE ON FIVE COLLEGES

Scattered throughout this self-study are references to Mount Holyoke's close alliance with the institutions sharing membership with us in the Five College Consortium: Amherst, Hampshire, and Smith Colleges and the University of Massachusetts at Amherst. We offer here some general information about the Consortium to contextualize those later references.

Five Colleges, Incorporated is a nonprofit educational consortium established in 1965 to promote the broad educational and cultural objectives of its member institutions.

The Five College Consortium is an outgrowth of a highly successful collaboration in the 1950s among Amherst, Mount Holyoke, Smith, and the University, which resulted in the founding of a fifth institution, Hampshire College, in 1970. Recognized as one of the oldest and most successful consortia in American higher education, Five Colleges administers cooperative agreements that give students open access to courses, library holdings, and a wealth of co-curricular activities, and supports more than 80 faculty and staff committees in planning and implementing joint programs and projects. The Five College community collectively has 26,000 undergraduate students, 2200 faculty members, 5300 undergraduate courses, and 9 million library volumes and other paper holdings.

Five Colleges is governed by a Board of Directors whose members are the Presidents of the four colleges and the Chancellor of the Amherst campus of the University, along with the Executive Director of Five Colleges, Incorporated. The board meets monthly to oversee consortial policy, management, and finances. The Five College Deans Council meets five or six times each semester with the Five College Executive Director and has responsibility for collaboration in academic matters involving the curriculum and research. The principal student affairs officers meet several times a year with the Executive Director to share information and encourage collaboration in areas of student affairs. The principal business officers of the five schools meet monthly throughout the academic year with the Five College Executive Director to oversee collaboration in various areas of administration. The consortium operates on an annual budget of more than \$6.5 million, derived chiefly from institutional assessments in equal shares and grants from outside sources.

Programs for faculty include faculty exchanges, joint faculty appointments, joint residencies for scholars and artists, a fellowship program for ABDs, faculty seminars, and lecture funds.

Academic programs include two Five College Departments (Astronomy and Dance), a Five College major in Film Studies, interdisciplinary and area studies programs, and the certificate programs cited in Standard Four.

Joint administrative programs include joint purchasing, management training, and several joint appointments. Amherst, Mount Holyoke, and Smith share an energy manager and operate their rental housing centrally. Amherst, Hampshire, Mount Holyoke, and Smith share the services of a recycling manager and a risk manager.

Other shared resources include:

- Student interchange (open cross registration)
- Libraries and technology (see Standard Seven)
- Center for the Study of World Languages

- Bus system
- Meal exchange
- WFCR (Five College Radio)
- Women's Studies Research Center (located at Mount Holyoke)
- Fiber-optic network
- Online resources: library search for holdings at all five colleges, course catalog, database of museum holdings, calendar of events
- Museums10, a partnership of the seven museums in the Five Colleges plus three neighboring museums (Historic Deerfield, National Yiddish Book Center, Eric Carle Museum of Picture Book Art)

Five Colleges Inc. maintains a web site (<http://www.fivecolleges.edu/index.html>) with information about the consortium's many programs and with links to the individual colleges.

The Consortium had a comprehensive external review in Spring 1999. The two Five College Departments undergo periodic external reviews, and other academic programs submit annual reports and occasional larger self-studies. Consortial administrative programs and projects are assessed often.

MISSION AND PURPOSES STANDARD ONE

DESCRIPTION

Established in 1837, Mount Holyoke is the world's longest-standing institution of higher education for women. Our founder Mary Lyon argued that educated women as well as men were necessary for what she called "the great work of renovating the world." While that insight now seems so obvious that its radicalism is hard to recapture, her idealism is palpable in the very bones of the institution (indeed, Lyon's actual bones rest at the center of the campus). From its beginning, Mount Holyoke has been dedicated to the complementary—not competing—goals of academic excellence and purposeful engagement. Liberal arts education here has never been a matter of pure intellectual inquiry for its own sake; rather, there has always been a pull toward employing that education for some larger, public purpose. This may be one of the signal attributes of women's colleges: a foundational commitment to service and to the commonweal.

Despite its illustrious history, Mount Holyoke College confronted significant difficulties at the time of its last NEASC visit: a structural deficit of \$8 million, financial aid growing at a rate of 12.5% annually, a discount rate of 55%, spending from the endowment at over 6%, and, most worrying, a weak application pool that had dipped below 1800 applicants in the early nineties. For a college that has always thought of itself as first rank—one of the best liberal arts colleges in the country, single-sex or coed—this situation was disheartening. As Joanne Creighton remarked to the presidential search committee, the College as a whole seemed somehow less than the sum of its parts. Many on campus and among our alumnae feared that we had begun an irreversible decline.

President Creighton's first major act was to appoint a group of faculty, staff, trustees, and students to conduct a collaborative assessment and strategic planning process. All possibilities were on the table, including coeducation. During these conversations, it became clear that what was common to all College constituencies was a sometimes unspoken, even inchoate, understanding of what Mount Holyoke stands for, and why that mission continues to resound for our students, faculty, alumnae, and the broader community. What we collectively discovered, in the process of developing *The Plan for Mount Holyoke 2003*, was that the whole truly was greater than the sum of its parts, and that we could capture the unifying mission of the College in a single sentence. That sentence became the thesis of *The Plan for 2003* as well as the freshly stated mission of the College: Mount Holyoke College reaffirms its commitment to educating a diverse community of women at the highest level of academic excellence and to fostering the alliance of liberal arts education with purposeful engagement in the world.

The key elements of that mission—academic excellence, diverse community of women, and linking liberal arts with purposeful engagement—have been the touchstones of institutional renewal ever since. *The Plan for 2003* launched a series of mission-based programs and initiatives designed to promote greater convergence and conversation across the disciplines and to connect the liberal arts with purposeful engagement in the world. At the same time that we launched these initiatives, we tackled the enrollment and financial challenges facing the College. Our two top priorities were increasing the number of applications and decreasing the structural budget deficit. Both efforts have been notably successful. By 2003, the College had met or surpassed all of the major goals of the *Plan for 2003* and our progress has continued in the intervening years.

By 2003, the College had also written—in the same collaborative way as before—*The Plan for Mount Holyoke 2010*. Newly mindful of the many ways the campus community shapes our students' education in and out of the classroom, we added the word “residential” to our mission statement. The renewed statement is well known to every member of the extended Mount Holyoke community: **Mount Holyoke College reaffirms its commitment to educating a diverse residential community of women at the highest level of academic excellence and to fostering the alliance of liberal arts education with purposeful engagement in the world.**

APPRAISAL

Our overarching goal has been to center Mount Holyoke on its resonant mission and to develop the manifest and latent strengths within it, rather than capitulate to the dominant trends toward coeducational and often narrowly career-oriented higher education. Defining and demonstrating the distinctiveness and value of our mission—being smarter about who we are—have helped us make remarkable progress in strengthening the institution over the last ten years. We intend to follow this mission-centered, market-smart course, to paraphrase Robert Zemsky, as we move forward. In developing the *Plan for 2010*, the College community reaffirmed the components of its mission, and these values again served as the premises for the next chapter of institutional progress:

- The liberal arts curriculum—“the works and acts of human beings and the multiple worlds we inhabit: of thought and art, of nature, community, and technology”¹ --and a vibrant culture of strong teaching, research, and mentoring are the foundation of a Mount Holyoke education. This Plan asks the faculty to reflect self-critically upon the shape of the curriculum and its relationship to “outcomes,” what students should know to live useful and meaningful lives in the twenty-first century. The Plan encourages the organic development of the academic enterprise around “desire lines” representing key institutional themes and keen faculty and student interest. Building upon a robust tradition of pedagogical creativity and cross-disciplinary endeavors, it encourages innovation and integration, complementarity and coordination.
- Purposeful engagement in the world is the passionate core of Mary Lyon’s educational vision that has inspired generations of women and continues to inspire us today. We will redouble our efforts to emphasize the links between leadership and the liberal arts, diversity and community, environmental education and stewardship, technological and traditional information tools. We will strengthen connections between the curricular and the cocurricular, academic advising and career counseling, students and alumnae, the campus and the world. We will encourage students to be engaged citizens of our local communities and the larger world and propel them to “make a difference.”
- Diverse community is the touchstone of Mount Holyoke’s identity and will continue to be one of its highest aspirations in the twenty-first century. Diversity not only enhances the critical and moral education of Mount Holyoke students, but also represents our collective commitment to social justice, and to thinking deeply about issues of difference, pluralism, and community. We will seek out diversity as we build community. We will encourage students, faculty, and staff to talk about and across racial, ethnic, class, cultural, religious, sexual, and national differences, and we will internationalize the educational experience of all students to prepare them for citizenship and leadership in a complex, interconnected world.

¹ Catalogue, p. 4. This is from the Academic Priorities Committee’s 2006 statement on the distribution requirement, discussed in Standard Four.

- Residential learning shapes ineffably the legacy of Mount Holyoke College for generations of students, alumnae, faculty, and staff. While Mount Holyoke’s campus regularly wins accolades as one of the most beautiful in the country, preserving and renewing our historic buildings and landscape will take commitment, vision, and sustained investment. In this Plan, we continue our program of campus enhancement, restoration, and renewal, recognizing how deeply a sense of space and place infuses the experience of living, learning, and working at this extraordinary college.
- Women’s education is the great, unfinished agenda of the twenty-first century. As the world’s longest-standing institution of higher education for women, we will take a leadership role in the worldwide education and advancement of all women. We will continue to admit a high percentage of international students, partner with colleges around the world, and hold international conferences on women’s issues.

PROJECTION

Despite significant gains over the past decade on all fronts, we continue to face three closely related challenges that we share with most liberal arts colleges and particularly with our women’s college counterparts:

- First, admissions: we are a small, private liberal arts college for women in rural South Hadley, while students around the nation are increasingly attracted to pre-professionally geared programs at large, public, co-educational institutions in urban settings. The public is skeptical about the purposes of liberal education, its expense, and its relevance to contemporary conditions. The liberal arts college has strong competitors in the higher education marketplace.²
- Compounding these difficulties, of course, has been our status as a women’s college. Data show that fewer and fewer high school girls are interested in attending women’s colleges—which shrinks the already limited student market in which we operate. How do we attract, retain, and support diverse, high ability young women in such a competitive environment?
- Second, finances: residential liberal arts education is expensive. Student-faculty ratios are low and operating costs for salaries and facilities are high. While supporting this quality of education is a challenge we share with many of our peers, we do so with fewer financial resources. Our endowment, though substantial by some standards, is half that of many other top-tier colleges.³ We are proud of our longstanding commitment to educational access, but it is costly. Though significantly improved since 1996, our tuition discount rate,

² According to the Carnegie Foundation’s 2005 classifications, of the 4384 institutions of higher education in the US, only 135 (3%) are what we traditionally consider liberal arts colleges, and they enroll just 1.8% of all higher education students. <http://www.carnegiefoundation.org/classifications/index.asp?key=800>

³ Here are endowments (first column, in billions, as of 6/30/05, from *The Chronicle of Higher Education*) and enrollments (second column, in FTEs, Fall 2004 *IPEDS* data) of some of the colleges with which we compete. The third column shows endowment per student.

| | | | | | | | |
|------------|--------|------|-----------|----------------------|---------------|-------------|------------------|
| Williams | \$1.35 | 2027 | \$665,207 | Vassar | \$0.67 | 2438 | \$275,640 |
| Wellesley | \$1.28 | 2223 | \$573,787 | Bowdoin | \$0.58 | 1672 | \$345,817 |
| Swarthmore | \$1.16 | 1469 | \$792,423 | Wesleyan | \$0.56 | 3067 | \$184,180 |
| Amherst | \$1.15 | 1640 | \$704,006 | Bryn Mawr | \$0.51 | 1646 | \$307,327 |
| Smith | \$1.04 | 3115 | \$332,347 | Mount Holyoke | \$0.45 | 2108 | \$213,049 |
| Oberlin | \$0.70 | 2799 | \$251,636 | Trinity | \$0.38 | 2140 | \$177,232 |



at 45%, remains considerably higher than that of most colleges with which we compete, giving us less money to meet important needs, including support for faculty development and student experiential opportunities.

- Third, connection: while the classroom and laboratory are essential venues for liberal arts education, so increasingly are other learning contexts on and off campus. How do we help students connect theory and practice and pull together the various elements of their college experience—academic, co-curricular, experiential—to create a more seamless, developmentally sound education? And how do we best capitalize on our pioneering role in women’s education to help today’s young women more intentionally integrate their academic experiences with what they hope to accomplish in the world?

The initiatives outlined in *The Plan for 2010* address these challenges. Though we are closer to the fault lines than most selective liberal arts colleges, our institutional mission and our coherence and educational philosophy position us better than most to address the challenge of connection—keeping the liberal arts relevant in the 21st century. Indeed, at no time has our powerful mission to educate articulate, thoughtful women for purposeful engagement in the world seemed more urgent.

Institutional Effectiveness

Mount Holyoke’s two planning processes over the last decade provided an opportunity to challenge the core premises of the College’s mission and to ask whether residential, liberal arts education for women allows Mount Holyoke to be the most effective institution of learning it can be. Once this mission was affirmed, specific priorities fell into place and grew into the two *Plans*, which have served as the blueprints for program development and resource allocation ever since. The conclusion of the *Plan for 2010* three years hence will provide another opportunity to look holistically at the institution’s effectiveness in its current form and function.

PLANNING AND EVALUATION STANDARD TWO

PLANNING: DESCRIPTION

The hallmark of Mount Holyoke's last decade—the legacy of Joanne Creighton's presidency—has been planning. It's not that the College never planned before; the College Archives provides plenty of evidence that we did. But for a variety of reasons we were less successful in the past at converting our plans to action. Here is how, and why, the Mount Holyoke community has developed, drafted, rethought, redrafted, endorsed, and then followed two major strategic plans over the past decade.

In the face of the numerous challenges facing us in 1996, most notably financial disequilibrium and declining enrollment, the community embarked on a highly consultative and iterative planning process that resulted in the *Plan for Mount Holyoke 2003*. Early in the process the President wrote to all faculty, staff, students, and alumnae, inviting them to articulate the mission of the College as they saw it, and to identify strengths, weaknesses, and opportunities. There were innumerable meetings and public forums. Faculty visited the President's house in groups of 15 or 20 for in-depth conversations. A large College Planning Task Force was constituted, composed of the Senior Staff and an Educational Priorities Committee (EPC) with faculty, students, the Dean of Faculty, and the President. All divisions, offices, departments, programs, and committees were encouraged to comment on issues under their jurisdiction that needed attention, and all comments were taken seriously.

We led this planning process with a positive agenda, asking not what was wrong but what was right. The starting questions were:

- What is valuable and important about this College?
- What are its core purposes and essential services?
- What must we do to preserve and enhance them?
- How can we accomplish that?

We tried to keep the focus on the big picture and higher purposes, in order to help people avoid becoming mired in parochial views and problems. We insisted that there were no sacred cows. We talked about coeducation. We talked openly about the less-than-robust applicant pool and the fiscal disequilibrium threatening the enrollment and financial stability of the College. We looked hard at the escalating expense of our need-blind admission policy.

Our deliberations were supplemented by research and analysis in demographic trends, admission trends, and experiences of other colleges with single sex and coed options. We had public meetings in which we laid out the financial framework of the College and invited faculty, staff, and students to see the problems we—they—faced. Some of these conversations were emotional and heated. Not everyone was comfortable with this degree of candor or with the bald facts. In time, however, the facts on the ground, recited repeatedly and backed up by hard data, drew the vast majority of those in the College community into a mode of shared problem-solving.

When, for example, we made the difficult decision to move from need-blind to need-sensitive admission, many students and faculty understood that a core principle of their College was now abandoned, but only because the alternatives would have been worse. A few students, however, believing fervently that nothing was more important than the principle, staged an eleventh hour sit-in to protest this and other changes. Despite much media attention and enormous sympathy for their

beliefs if not their tactics, the students' attempt to stop the change failed to garner wide support. The issues had been given a balanced and exhaustive hearing, and had persuaded almost everyone that a small turn away from 100% need-blind admission would make the College stronger in the long run.

The EPC distributed three public drafts of the *Plan* before the final document was drawn up. The second draft went to all 30,000 constituents, including alumnae, who were invited to share their views electronically. The final *Plan for Mount Holyoke 2003*, approved unanimously by both the faculty and the Board of Trustees, had thus been shaped, refined, and vetted by literally hundreds of contributors. Printed and electronic copies were everywhere. The Class of '03 wore t-shirts proclaiming "We are the Plan for 2003."

The *Plan* set forth the existing dimensions of the College most urgently in need of strengthening, including the academic core, enrollment planning, and resource management. The *Plan* also launched a set of mission-based initiatives designed to promote greater convergence and conversation across the disciplines and to connect the liberal arts with purposeful engagement in the world. These included two new interdisciplinary centers: the Center for Leadership and Public Advocacy (now the Weissman Center for Leadership and the Liberal Arts), and the Center for Environmental Literacy (now the Center for the Environment).

By 2003, the College had met or surpassed the *Plan's* goals for financial stability, budget containment, and admissions growth. Our progress has continued in the intervening years. Net tuition revenue has more than doubled since 1997, from \$17 million to \$37 million in 2006. Through disciplined cost-cutting and containment measures, we reduced our endowment spending over that period from over 6% to 5% and balanced our budget for seven years in a row. The last comprehensive campaign, launched in 1998 and completed in 2003, exceeded our original \$200 million goal, and then exceeded our revised \$250 million goal, while energizing a new generation of alumnae leaders, volunteers, and donors. An extraordinary 81% of alumnae contributed to the campaign, a tangible sign of their loyalty and support of the College's resurgence.

Over the two-year period 2001-2003, we repeated the process that had worked so well in generating and enacting the *Plan for 2003*. The President and Trustees constituted an Ad Hoc Committee on the Future of the College, composed again of faculty, students, administrators, staff, and members of the Board. The Committee consulted widely with the community through meetings large and small, surveys, conversations, and forums. The President distributed drafts in the same iterative way that had so engaged the community five years earlier. The result was *The Plan for Mount Holyoke 2010*, which committed the College to an array of tasks:

- Articulate the goals and desired outcomes of a Mount Holyoke education in the twenty-first century.
- Encourage integration, interdisciplinary, internationalism, and innovation
- Keep the faculty ranks vital, strong, diverse, and renewed.
- Link the curricular and cocurricular.
- Engage the world by building upon four interdisciplinary foci: diverse community and global citizenship; leadership and the liberal arts; environmental education and stewardship; technological savvy and integrated services.
- Continue to renew the campus.
- Build productive links to communities and resources beyond the gate.
- Sustain strong resources: human, financial, and philanthropic.

- Maintain a robust admission profile and a strong and visible presence in the world.
- Assess progress and sustain continuous improvement.

The present self-study measures the College against our mission and this *Plan*.

PLANNING: APPRAISAL

Mount Holyoke's mission-based planning processes have rebuilt institutional self-confidence over the past decade and left us a more nimble and disciplined College. Beginning with the first *Plan*, we developed what we called our dashboard of leading indicators. This dashboard, which we maintain and distribute to this day, takes the form of a single page showing graphs of the data we most need to track: enrollment numbers (applicants, acceptances, and yield), tuition discount rate, comparative endowment market value, alumnae giving rate, operating budget surplus or deficit, and the status of deferred maintenance.

The success of the *Plan for 2003* leant much credibility to the *Plan for 2010*. The two plans are very different, though. The first focused on concrete goals easily evaluated: admissions numbers, a balanced budget, etc. The second plan articulates less quantifiable educational directions for the College, to be achieved through a range of programmatic enhancements that are never fully concluded: building global citizenship, for example, or linking the curriculum and the co-curriculum. In the second plan, we built in momentum-generating mechanisms, such as our "2010 Innovation Fund," which offers seed money to creative ideas for projects that help to realize the goals of the *Plan*. Faculty, staff, and students alike responded enthusiastically to this opportunity, spinning out new plans and new ideas, staying engaged with the *Plan's* themes. While we were developing such localized initiatives, the College community remained focused on the *Plan's* larger priorities, including the Center for Global Initiatives, construction of new residential space, and improvements to academic advising.

Both strategic plans have also engendered a host of other planning exercises across the institution. We have a Facilities Master Plan, a LITS strategic plan, a plan for the current Campaign for Mount Holyoke, and a strategic plan for the Alumnae Association, to name a few. Each administrative division develops goals for each year. The President combines these into a set of administrative priorities and distributes the list widely in the community. The Senior Staff assesses the College's progress in meeting those priority goals at the end of each year.

Coupling the medium- and long-range planning with the shorter-term work articulated in divisional goal-setting ensures that College leaders keep their eyes on Mount Holyoke's higher purposes and academic core while also making steady, incremental progress to reach objectives on the ground. Ongoing evaluation processes across the institution shed light on new and unexpected challenges, which may then be incorporated into future planning. The proliferation of other planning processes throughout the College stands as testimony to a general affinity at Mount Holyoke for this style of institutional management.

PLANNING: PROJECTION

While we are some years away from the end of the *Plan for 2010*, we do have an agreed-upon set of metrics to let us know where we are meeting success and where we still need to work.

At the institutional level, the Board of Trustees has recently begun to ask for more opportunities to reflect on the long-term future of the College and its niche in the higher education marketplace. Indeed, the institution's current practices in planning and evaluation have served it well in shoring up weaknesses and fostering high performance within its current form and function. Given the increasingly dynamic environment in which the College operates, both within and beyond higher education, it will be important to test longstanding premises about how the College fulfills its mission. Issues of cost, access, and graduates' success in the labor market and in life must continue to shape the kind of education Mount Holyoke offers in order for the College to serve the greater good we have sought to serve since Mary Lyon's day. The Board has begun to nibble around these issues and is planning a full Board retreat for January 2008 in order to bring its full attention to bear on them.

At the divisional level, our eyes must remain on the three pillars of our strength: good students, good faculty, and a balanced budget. Much conversation is now underway on the third of those, and much of our planning for the immediate future will focus on maintaining fiscal equilibrium while ensuring our academic strength. Budget discussions already underway in the service and administrative sectors of the College have already begun to identify opportunities for sustained expense reduction and revenue enhancement.

In the academic center of the College, we must work to keep resources (human and financial) flowing to departments and programs so that faculty and students can continue to do their best work together. The Dean of Faculty's 2006-2007 budget discussions, held at the request and with the advice of the Faculty Conference Committee, have providing the data and a starting context for the difficult academic prioritizing and planning we began last year and must continue to do.

EVALUATION: DESCRIPTION

By articulating institutional goals, the two strategic *Plans* have provided a clear framework for evaluating our progress. The College met or exceeded all of the *Plan for 2003's* goals: in admissions, faculty renewal, programmatic initiatives, fiscal equilibrium, fundraising, facilities planning, and construction. We hope to demonstrate that we are on our way to similar success in meeting the objectives of the *Plan for 2010*. To this end, the Plan contains an assessment checklist, developed at the urging of, and in close consultation with, faculty members and the Board. The checklist is an inventory to help us track our progress in the nine main goals set forth by the *Plan*.

We also evaluate our progress in meeting the five parts of our mission: liberal arts, purposeful engagement, diverse community, residential learning, and women's education. We look both outward and inward for these evaluations, benchmarking ourselves against peer institutions and surveying members of our own community on their satisfaction and accomplishments. The Office of Institutional Research conducts a number of surveys annually to gain information on various aspects of student curricular and cocurricular life, as well as life after graduation, and to inform administrative and faculty decision-making. These surveys include the Admitted Student Questionnaire (ASQ), the Cooperative Institutional Research Program (CIRP), the Cycles Survey, the Enrolled Student Survey (ESS), the Senior Survey, and the Six-Months-Out Survey. The Office of Institutional Research also participates in several important consortial surveys, most importantly the whole suite of COFHE (Consortium on Financing Higher Education) surveys.

We evaluate the academic program at the level of the course (student evaluation of teaching, faculty assessment of student learning), at the level of the disciplines and interdisciplinary programs (external department and program reviews), at the level of the major (assessments of and by graduating seniors and alumnae, surveys of alumnae), and at the level of the institution (qualitative and quantitative surveys of our graduates). We evaluate faculty annually during their junior years, thoroughly at reappointment, exhaustively at tenure, triennially through their associate years, and every five years after promotion to full professor. The evaluations are conducted largely by, and entirely for, the faculty themselves. Evaluative mechanisms are described in more detail in later standards, as are appraisal mechanisms for other parts of the College.

EVALUATION: APPRAISAL

Senior administrators regularly assess their evaluative measures to ensure that we are getting the data we need for good planning and responsible decision-making. For example, we have modified our dashboard of leading indicators over the years to add new graphs of trends we should be tracking. The Education Committee of the Board of Trustees ensures that the Dean of Faculty is looking both inward, at the work of the faculty and the health of the academic program, and outward, at what peer institutions are doing. (In fact, the Education Committee's agenda often has exactly those headings: Looking Inward, Looking Outward.) The days are long gone when the College could evaluate itself with the mere claim that we were offering first-rate education because we have a first-rate faculty supported by first-rate facilities. We must ask, and we have asked, whether all our students come to us prepared to take full advantage of the education we offer. When the answer came up no, through no fault of the students, we outlined some of the steps we must take (see the Diverse Community Commission's recommendations described in Standard Six) to help our students take full advantage of all we can offer them.

Evaluation measures in the areas of finance and enrollment undergo constant refinement to feed growing needs for data-driven decision-making and data-driven reviews of the consequences of our decisions. At the start of the last decade we had a half-time Institutional Research position in the Dean of Faculty's office. Now we have a full-time Institutional Research position in the Enrollment division, and professional staff members in other divisions—especially Finance and Development—doing focused institutional research for those arenas. Nonetheless, we have an insatiable need for more data, internal and external, to help us make informed and appropriate decisions.

It is fair to say that Mount Holyoke has waded far, but not yet fully plunged, into student outcomes assessment. Our faculty and staff take assessment seriously and do it well when assessment mechanisms fit the project being assessed and give reasonable promise of producing useful information at reasonable cost in effort and dollars. That is a high bar, and much in the assessment industry does not meet it. But much does: NEASC's efforts to develop and support assessment projects in some of the finest liberal arts colleges in New England certainly meet that standard. We are clear about the objectives of a Mount Holyoke education, and we are clear about how to evaluate the faculty, facilities, and services providing and supporting that education. We are still somewhat less clear about how to evaluate the embodiment of a Mount Holyoke education—our graduates—and how to substantiate (beyond listening to those graduates) our conviction that the vast majority of our students leave with the education we want to give them:

It is an education that is evaluative, not merely factual and descriptive. It emphasizes critical judgment and respect for human achievement, educated awareness and reasoned discourse, disciplined inquiry, directed curiosity, clear and creative expression. It is also an

education in discovery, an opportunity to explore the extent and diversity of human experience, locate oneself within that breadth, and cultivate one's own passions and talents. (2006-2007 *Catalogue*, p. 4)

EVALUATION: PROJECTION

We will continue to review the timing, methods, and purposes of evaluation at all levels of the institution to be sure that they are meeting the goals we have set for them, and we will continue to review the goals of evaluation to be sure that we have the right instruments to measure our progress.

More specifically, in the academic arena we want to evaluate how well our new teaching evaluation form is capturing students' assessments of their courses. When the faculty approved the review process for full professors, we promised to evaluate how it is working. The Dean of Faculty will ask the faculty to do that. The Dean will also continue the conversations he began to hold with the faculty in 2006-2007 about some of our educational practices, especially the more expensive ones, to be sure we are spending our resources—faculty, physical, financial—effectively.

While we have organized this self-study around the Standards, we have used our mid-course assessment checklist in the *Plan for 2010* to help to reflect upon and evaluate our progress on many on-going initiatives. Evaluation of progress on the *Plan* is embedded throughout this document. Overall, it's fair to say that the *Plan for 2010* is serving well as a blueprint for institutional progress on a number of fronts. Notable major achievements include the establishment of the McCulloch Center for Global Initiatives; a thoughtful review of the distribution requirement; promising new initiatives to link the curricular and the co-curricular; the inauguration of a new \$300 million campaign; on-time and on-budget progress on constructing a new residence hall; spirited leadership in women's education worldwide, to name only a few. To be sure, the *Plan* is only half implemented and there is yet much work to do to build and sustain academic excellence, financial equilibrium, and a vital presence as a leader in liberal arts and women's education worldwide.

Institutional Effectiveness

The adoption of dashboards and other metrics within the College's planning processes has allowed College leadership and the Board to track institutional performance in blunt and objective terms. Longitudinal data in such key areas as admission, retention, and budget tell us whether our planning and evaluation activities are advancing the College's mission. Qualitative data coming from all corners of the institution provide a lens as well: is there broad engagement in planning-related activities?; is there vitality and rigor in the academic program?; is morale strong among students, faculty, staff, and alumnae? While impressionistic, this sort of feedback helps us discern whether our planning is helpful and whether our evaluation strategies are telling us all we need to know.

ORGANIZATION AND GOVERNANCE STANDARD THREE

The planning processes that produced *The Plan for Mount Holyoke 2003* and *The Plan for 2010* were highly consultative and iterative, and have fostered a culture of constructive engagement across all College stakeholders. This culture is supported by a clear, participatory governance structure that gives voice and vote to appropriate constituencies while maintaining an effective, reasonably efficient decision-making apparatus. To highlight the two key components of this governance structure, and the connections and distinctions between them, we have divided this standard into sections on the Board of Trustees and on Campus Governance.

BOARD OF TRUSTEES: DESCRIPTION

The previous reaccreditation self-study was conducted during a period of critical assessment and reconsideration of the Board's form and function. In response to widespread discontent among trustees, in 1995 the then Chair Barbara Rossotti convened a soul-searching retreat for the Board with higher education governance expert Richard Chait. This retreat set in motion the Board's structural and cultural evolution, which has been marked by new expectations for information sharing, strategic focus, and accountability. The difference between the old Board's operation and approach to governance and those of the current Board is "night and day," according to one veteran trustee. Now the Board tends to be characterized by candor, focus, and high expectations for constructive participation from all trustees, and a commitment to addressing the critical issues facing the College.

The Board's bylaws cap its size at 30 members. The President of the College serves *ex officio* and a young alumna trustee from one of the three most recently graduated classes serves a three-year term. Five trustees are selected by the Alumnae Association, and the President of that organization serves as trustee *ex officio* for the duration of her three-year term at the Association's helm.

Trustees may serve up to two consecutive five-year terms, and the Board experiences regular and healthy membership turnover. The Trusteeship Committee seeks direction from the larger Board on strategic priorities in selecting new trustees. Typically, membership represents a diverse range of backgrounds and perspectives from the academy, the corporate world, financial services, law, philanthropy, government, science, the arts, and medicine. Most trustees are alumnae. New trustees receive a handbook that includes a policy on the expectations of Board membership among other reference documents, and each attends an intensive orientation session on campus to acquaint him or her with the people and business that will demand attention during his or her service.

At a subsequent retreat in 2004, Dick Chait joined the Board again and introduced a conceptual framework that has helped provide a shared understanding of the Board's various responsibilities and the structures that support them. Chait distinguished among three types of board work: *fiduciary*, or "type 1;" *strategic*, or "type 2;" and *generative thinking* or "type 3." The majority of "type 1" and "type 2" work occurs within the Board's committees. There are ten, as stated in the bylaws:

The standing committees which shall be chosen from the trustees shall be: 1) an Executive Committee; 2) a Finance Committee; 3) a Trusteeship Committee; 4) an Education Committee; 5) a Student Affairs Committee; 6) a Conference Committee; 7) a Development

Committee; 8) a College Relations Committee; 9) an Audit Committee; 10) a Technology Committee.

Trustees usually serve on three committees each. The first nine of the above committees were created in the Board restructuring of 1995. In 2006 the Technology Committee became the tenth standing committee after convening as an *ad hoc* group for a number of years.

Each committee has its role prescribed in the bylaws and again, in more detail, in a committee charge. All committees report out to the larger Board, allowing the opportunity for group discussion of key issues but saving time and energy on routine matters. Each committee is chaired by an experienced Board member and, with the exception of the Joint Conference Committee (comprising trustees and faculty only), is staffed by the senior administrator from the corresponding area of the College. Each committee meets at every board meeting. Some committees, and the Finance Committee in particular, hold off-cycle meetings to conduct time-sensitive business as it arises. Typically, committee chairs and Senior Staff members will be in communication throughout the year in addition to the regular meeting cycle.

The Board convenes three times per year for regular meetings as well as for an off-cycle retreat every couple of years with a special focus: e.g. board development or campaign planning. The Board conducts some routine business electronically throughout the year, and a secure website offers easy access to forms, records, and other documents. Board books are sent out prior to each meeting; every trustee receives material for every committee, with the occasional exception of faculty personnel material for the Education Committee. The administration errs on the side of candor, sharing information, and inviting discussion.

At each meeting the president holds an executive session with the Board to present an update on the College and to take questions. Committee meetings typically reflect the shared governance structures of the College by involving a range of stakeholders, depending on the business at hand: the Student Conference Committee regularly joins the Student Affairs Committee; the Faculty Committee on Planning and Budget meets annually with the Finance Committee, etc. In addition to committee meetings, the Board also typically holds a plenary session on an issue of strategic importance, e.g. international students, the Five Colleges, or fundraising priorities. Other special events occur with some frequency: dinners with students in the residence halls, luncheons with faculty, tours of College operations, and the like, which broaden the board's perspective on the institution and provide unfettered access to a range of stakeholders.

The Board convenes its official meeting on Saturday mornings. Action items are generally discussed and honed until consensus is reached, although consensus is not specifically required to pass a motion. Following each meeting the chair and president co-author a report to all faculty, staff, and students to apprise them of the Board's discussions and decisions.

The Board regularly evaluates its own functioning. Each trustee is asked to evaluate each meeting, and the College relies heavily on trustee feedback to set appropriate agendas and share the right kind and amount of information. Each trustee completes an annual written evaluation of the Board as a whole, the results of which are compiled by the chair of the Trusteeship Committee and shared at the subsequent meeting. The Trusteeship Committee also asks each Board member to set individual goals for himself or herself each year, and then each trustee is asked to evaluate his or her success in meeting those goals. This process encourages trustees to apply their particular talents

and resources to the College's current needs; for example, some trustees have volunteered to host off-campus events, help in development work, or provide off-line consulting in an area of expertise.

Finally, the Board conducts an annual evaluation of the President based on the goals she has established for herself and the institution. The chair of the Trusteeship Committee solicits comments from every trustee and provides relevant feedback to the President. For the past several years, the Board alternated between "heavy" and "light" evaluations; in 2006, the President and Board together decided to move back to a consistent annual evaluation format.

BOARD OF TRUSTEES: APPRAISAL

Barbara Rossotti's two successors as chair, first Eleanor Graham Claus and now Leslie Anne Miller, have overseen numerous incremental changes that have culminated in a highly functional board. When Dick Chait returned to facilitate the 2004 retreat in light of significant trustee turnover, he applauded the Mount Holyoke Board as one of his success stories. Reflected one trustee, "Things now get aired. The careful work of the Trusteeship Committee has built a board that is effective and confronts issues. We would not allow glossing over problems anymore." "I feel heard on this board, unlike many other boards," said another. "It's the hardest working board I've been on," said yet another.

The Board has maintained a dedicated, effective membership despite the loss of many key players over the past decade. Thanks to the new on-campus orientation sessions, new trustees typically report that they are able to engage productively from their very first meeting. Trustee philanthropy has increased steadily over the past decade, and currently the Board enjoys 100% participation on an annual basis.

Trustee meeting evaluations typically say things like "exhausting but productive," or "so much to see and do." Trustees find the committee structure effective in maintaining efficiency on regular tasks and pushing key discussions up to the Board. Trustees do report some tension, though, between their Type 1 and 2 duties, which involve fiduciary oversight and some routine reporting, and Type 3 generative thinking. Many trustees have asked for more "blue sky" conversations to reflect on broader issues and to address long-term planning for the institution. "The College is in a tough competitive position, and we need to find the time to talk about the big issues of how we're positioned: liberal arts, single sex, academic excellence, expensive, et cetera," reflected one trustee. These conversations tend to happen in full board settings like plenary sessions and retreats, and they are often stimulating and productive. It is an ongoing challenge, though, for the administration to provide forums for trustees to engage in valuable Type 3 thinking without shortchanging other fiduciary responsibilities.

The transparency and open sharing of information over the past decade seem to have contributed to a climate of trust and thoughtfulness: "the College resists the temptation to appease and avoid offense," observed a new Board member. "So much data and analysis goes into thought and discussion, which moderates strong individual opinions," said another. But it also has its drawbacks: "Meetings may be redundant with written materials," noted one trustee. "Occasionally we get dragged down into details that we don't need to get into given the strength of President and staff," said another. Trustees are also clearly comfortable raising questions about the College's policies and practices. The Board, for example, has pushed College leadership to focus more on student outcomes over the past few years. Periodic debates over a variety of issues illustrate that

trustees care intensely about the College's future, are willing to disagree, and are not content simply to provide a rubber-stamp.

Under the leadership of Leslie Miller, the table at which the Board sits for meetings was expanded and reshaped, and now the College's Senior Staff members sit intermingled with trustees, instead of at a side table. "Having key stakeholders at the table is very encouraging," said one new trustee. Indeed, for some trustees the table serves as a metaphor for the Board's reformation: "you used not to be able to see or hear down the table, and it was all reporting—no dialogue. The table shows how we've moved. There is a thirst for more discussion." With this increased level of discussion, consensus-building has also become the Board's *modus operandi*. Observed one trustee from the corporate world, "talking and debating to address problems was a big adjustment for me, but it builds support and it works here."

In general, the candor and open communication channels that characterize nearly all trustee business have fostered mutual trust between the College and the Board. "The Board is not a hurdle to administration; it's a partner," reflected one trustee. As another noted, "the College remembers trustee feedback, and it stays on top of the important issues."

BOARD OF TRUSTEES: PROJECTION

It is an ongoing challenge to compose a Board whose members are reflective of the College overall and who address the wide range of institutional needs. One concern regularly noted by trustees is the Board's insufficient ethnic, racial, gender, and geographic diversity. Other trustees have expressed concern about replacing recently departed experts in finance and investing. The Trusteeship Committee believes it can recruit new trustees to meet these needs, but, since filling Board seats is a zero-sum game, other priorities may need to be subordinated in order to do so.

Trustees have also expressed a desire for more Board-faculty interaction, which they see as mutually beneficial in terms of providing shared understanding of each others' roles as stakeholders and for building productive professional relationships. Similar concerns have been raised about interacting with students. Some forums are already in place to promote these interactions, and the administration will continue to look for more.

The Board understands that numerous institutional challenges currently exist: completing a fundraising campaign, reestablishing fiscal equilibrium, reaffirming and sustaining the College's relationship with the Alumnae Association, and implementing the *Plan for 2010*. The Board also recognizes the market challenges Mount Holyoke faces given its institutional identity as a liberal arts women's college and the financial neediness of its student population, and the administration needs to make time for free-ranging discussions of the College's long-term future. Trustees are generally optimistic about the College's prospects, and they draw much confidence from the hurdles overcome during the past decade and the Board's current functioning. Said one longstanding trustee, "the chair encourages us to speak our mind, and the president listens. So we've accomplished great things."

CAMPUS GOVERNANCE: DESCRIPTION

President and Senior Administrative Structure

The College's organizational chart illustrates the current senior administrative structure. Five vice presidents report to the President; each oversees one of the College's five divisions: Academic

Affairs, Student Affairs, Finance and Administration, Enrollment and College Relations, and Development. This reflects some reorganization over the past decade, most notably the consolidation of the Treasurer's Office and the Dean of Administration and Business Manager's operations under the Vice President for Finance and Administration, which has resulted in the streamlining of numerous administrative functions. So too has the Division of Enrollment and College Relations, which was formed early in Creighton's presidency, taken on oversight of additional areas, including the Office of the Registrar and the Career Development Center.

The President and the five vice presidents are joined by the chief information officer (Director of LITS), the Executive Director of Communications and Strategic Initiatives, the Associate Director of Communications, and the Assistant to the President/Secretary of the College to form the Senior Staff. The Executive Director of the Alumnae Association, who herself had been a Senior Staff member in earlier capacities, serves as an additional member. The Senior Staff meets weekly and serves as the President's cabinet and the highest administrative forum at the College.

Each year, the Senior Staff compiles a list of the College's administrative priorities, drawn up from the individual divisional priorities and informed by the goals of the *Plan*. This document is circulated widely each fall among faculty, staff, students, as well as the Board of Trustees to help generate understanding, support, and coordination of the College's key projects for the coming year. The Senior Staff joins President Creighton at many gatherings and meetings of campus constituencies, including Board meetings, faculty meetings, alumnae reunions, and community breakfasts, as a way of keeping the senior administration accessible and responsive to the College community.

Alumnae Association

Mount Holyoke has an independent Alumnae Association, which was officially chartered in 1923. The Association resides on campus and is integrated with many College functions, despite its status as a separate 501(c)3. While the College and Association have historically maintained a positive working relationship, our last self study reported some escalated tensions in the early 1990s. In 2000, a technical disagreement arose between the Board of Trustees and the Alumnae Association over the Annual Fund, which resulted in a significant conflict between the organizations. After extensive negotiations and with the assistance of mediation, an agreement was reached in 2002 resolving ownership of the Annual Fund, a funding formula for the Alumnae Association, and other elements of mutual interest to the two organizations.

Today, the rapport between the two organizations is quite strong. The College and the Association, with some additional support from the Mellon Foundation, are partnering in multiple areas including alumnae relations, career development, student mentoring, and internship creation. The Chair of the Board of Trustees, the President of the College, the President of the Alumnae Association, and the Association's Executive Director maintain close ties and regularly discuss and cooperate on matters of mutual interest.

Faculty Governance

Faculty governance resides in a system of department and program chairs; an array of standing, appointed, and ad hoc committees; and the monthly meetings of the full faculty. There are ten standing committees, of which the five majors ones are the curriculum committee (Academic Priorities Committee), the personnel committee (Advisory Committee on Appointments, Reappointments, and Promotions), the financial priorities committee (Planning and Budget), the student affairs committee (Multicultural Community and College Life), and the executive committee (Faculty Conference Committee). The Faculty Conference Committee also meets directly with the

Trustee Conference Committee, allowing for unmediated communication between those two constituencies. Other standing committees are the Faculty Affirmative Action Committee (concerned chiefly with hiring), the Advisory Committee on Admissions and Financial Aid (presently restructuring its work under the direction of a faculty Admissions Fellow), the Committee on Appeals, the Faculty Grants Committee, and the LITS Advisory Committee.

Faculty meetings occur monthly during the academic year. The President chairs the meeting, and the Faculty Conference Committee sets the agenda in consultation with the Dean of Faculty. The faculty and President designate holders of a number of administrative positions as invited guests at faculty meetings with voice but without vote. Meetings begin with a discussion topic, move through old and new business, and end with the President's and other administrative reports. .

Staff

The OPC (Operations Policy Council) is an assembly of roughly 50 director-level administrators representing each administrative unit on campus. The group convenes monthly on the same day as faculty meeting and is joined by President Creighton for a College update. The OPC promotes communication and coordination across departments, and often addresses broad institutional issues.

The Staff Council is composed of staff elected by their colleagues to represent seven broad divisions of non-bargaining-unit employees. It functions as the voice of the staff to the President and other senior administrators, and it maintains avenues for addressing employee issues and concerns. Staff Council meets regularly independently and with senior administrators; it also sponsors community-building events for staff.

Students

The student body is formally represented by the Student Government Association (SGA), made up of an Executive Board of officers, the Senate, and Committees. Student representatives to faculty and other College committees are chosen by the SGA. In recent years, the Faculty has regularly allotted time during faculty meetings for the SGA President to make remarks on behalf of the students. The SGA-appointed Student Conference Committee meets with the trustee Student Affairs Committee at most Board meetings. The SGA President also makes numerous public appearances with the President of the College during the year, notably at orientation sessions, Convocation, and community breakfasts.

The SGA leadership has direct access to the Dean of the College and the President. On numerous occasions, the SGA has played an important role in helping College leadership address institutional concerns by soliciting student opinion and channeling it constructively to the relevant decision making body. The most popular tool of late has been the "talk-back," in which SGA representatives meet with students in each residence hall, lead a conversation about an issue of concern, and report back on the content of the discussion. Recent talk-backs have helped the College formulate policies on dining services, public safety, and campus climate.

CAMPUS GOVERNANCE: APPRAISAL

In general, there is a sense that shared governance is alive and well at the College. Decision-making at the institutional and divisional levels is marked by candor and consensus-building. The President and Senior Staff share an open, egalitarian, team-oriented approach to governance. It is a collegial group with a shared understanding of institutional goals, notably un-self-conscious about "turf." With voices from all areas of the College at the table for important decisions, and with clearly

articulated long-term goals as well as short-term priorities, the policies and decisions that emerge from the Senior Staff tend to be measured, balanced, and relatively free of political overtones.

Joining the Senior Staff as a valued colleague is Alumnae Association Executive Director Rochelle Calhoun, who served in multiple senior leadership roles at the College before moving to the Association. Calhoun has been instrumental in rebuilding trust and cooperative spirit between the College and the Association since the challenges of 2000. The Association-College agreement has held up well and both organizations are functioning effectively in partnership.

Faculty members play a substantial role in general institutional governance, in addition to their Board-granted authority over the curriculum. The faculty committee structure ensures a system of share governance, as does the fact that many key administrative roles are currently filled by faculty: the Dean of Faculty, Dean of the College (by rule, a faculty member serving a five-year term), both Associate Deans of Faculty, the Director of Academic Development, plus the three Center directors. Other faculty have part-time administrative roles: in admissions, fellowships, and health-career advising, for example. This movement of faculty into administrative roles has helped keep academic values front and center in the College's functioning and minimized the "us versus them" mentality between faculty and administration. Unfortunately, though, this service to the institution means that some of the best faculty spend less time in the classroom than would be ideal.

The OPC and Staff Council have been useful venues for topics ranging from budget to campus climate to personnel matters, and both have also helped foster collegiality across departments. Both play a crucial role in giving voice to the staff. The College's recent climate of budget reductions has produced some predictable apprehension in administrative and staff ranks, and these two forums have been used constructively for sharing information and inviting broad dialogue and participation.

Students, too, have a regular say in institutional matters. As at most colleges, Mount Holyoke students display passion about a wide range of issues and opinion is rarely uniform. Effective incorporation of student voices in institutional governance is often best measured by what is missing: the absence of acute dissatisfaction, protests, or protracted periods of unrest seems to indicate that student views are taken seriously by the rest of the community, and the mechanisms in place to transmit those views have been effective.

CAMPUS GOVERNANCE: PROJECTION

With a generally healthy practice of shared governance buttressed by participatory strategic planning, the College does not currently seek significant changes to its organizational structure or practices, although there is always some tweaking to be done.

The Faculty Conference Committee has reported some faculty concern that committee vetting of issues is a formality and decisions have already been made. This could be a logical outgrowth of the past decade of strategic planning: because many goals and priorities have already been articulated, the College is often following a general course that has already been prescribed by the community. And there are a number of counter-examples to the claim, including a rescinded decision on arming Public Safety officers with tasers, and the re-thinking of the ways the Nexus program will be implemented. Still, shared governance is only as robust as the faculty's trust in it. Any skepticism about it, particularly among younger faculty, merits attention. To that end, the Faculty Conference

Committee has already led one discussion of faculty governance in the May 2007 Faculty Meeting and plans to hold a follow-up in the fall.

The College needs to ensure that new faculty members know as much about, and are as committed to, the priorities of the Plans as their colleagues who helped develop those Plans. Critical information on finances and enrollment, for example, form the premises that drive many policies and priorities, and new faculty will be better able to engage constructively in College life if they understand the institutional context. Similar education is helpful for staff and students as well, of course, especially during periods of belt-tightening. New faculty orientation programs, of which there are several, can do a better job of setting forth the institutional framework in which faculty do their teaching and research.

With the agreement between the College and the Alumnae Association set to expire in 2011, there is some uncertainty about the shape of the long-term relationship between the two organizations, despite the tremendous progress made and the productive relationship between the two. What is clear is that the College and the Association must work together to assure the long-term sustainability of the College. The eventual continuation or overhaul of the agreement will thus require concerted attention and good faith from both parties. The Chair of the Board of Trustees, the President of the College, the President of the Alumnae Association, and the Association's Executive Director will chart the course beyond the current agreement.

Institutional Effectiveness

As is the case for so much of what Mount Holyoke does, we rely on the Plan and our success in meeting its goals to drive conversations about organizational structure. The last significant restructuring of College governance came a decade ago after the arrival of a new president and with the development of The Plan for 2003. The Plan for 2010 provided another opportunity to ask whether the governance structure was serving the College's goals, and indeed at that time most thought that it was. Governance tweaks continue to occur on a regular basis, frequently as issues arise in the budgeting or academic planning processes.

THE ACADEMIC PROGRAM
STANDARD FOUR

DESCRIPTION

The curricular requirements for the Mount Holyoke A.B. degree fall into five general categories:

- (1) the distribution requirement: three humanities courses split between two subgroups; two science or mathematics courses, one with lab; and two social science courses,
- (2) three College requirements: a foreign language, a multicultural course, and physical education,
- (3) the major,
- (4) concentrated study outside the major: a minor, an interdisciplinary major, or a Five College certificate, and
- (5) other elective course work sufficient to produce the 128 credits required for graduation.

When Mount Holyoke faculty and students refer to “distribution,” we often mean a combination of the first and second: seven courses in seven disciplines across three divisions, plus language and a multicultural course. Taken together, these form Mount Holyoke’s version of what is elsewhere called general education.

Mount Holyoke offers 49 majors. These are listed below, along with the numbers of students majoring in each field in the Class of 2007. That class had 527 students completing 611 majors.

| | |
|--|--|
| African American + African Studies (interdisciplinary) 1 | German Studies 8 |
| American Studies (interdisciplinary) 5 | Greek 0 |
| Ancient Studies (interdisciplinary) 5 | History 28 |
| Anthropology 19 | International Relations (interdisciplinary) 41 |
| Architectural Studies 5 | Italian 4 |
| Art History 22 | Latin 1 |
| Art Studio 6 | Latin American Studies (interdisciplinary) 5 |
| Asian Studies (interdisciplinary) 15 | Mathematics 15 |
| Astronomy (Five College department) 2 | Medieval Studies (interdisciplinary) 0 |
| Biochemistry (interdisciplinary) 10 | Music 10 |
| Biological Sciences 40 | Neuroscience and Behavior (interdisciplinary) 7 |
| Chemistry 11 | Philosophy 11 |
| Classics (interdisciplinary) 3 | Physics 8 |
| Computer Science 5 | Politics 42 |
| Critical Social Thought (interdisciplinary) 16 | Psychology 49 |
| Dance (Five College department) 5 | Psychology and Education 6 |
| Economics 33 | Religion 9 |
| English 52 | Romance Languages and Literatures (interdis) 3 |
| Environmental Studies (interdisciplinary) 19 | Russian Literature and Culture 2 |
| European Studies (interdisciplinary) 1 | Russian and Eurasian Studies (interdisciplinary) 3 |
| Film Studies (Five College major) 2 | Sociology 21 |
| French 16 | Spanish 7 |
| Gender Studies (interdisciplinary) 0 | Statistics 3 |
| Geography 3 | Theatre Arts 8 |
| Geology 7 | <i>Special Major</i> 17 |

For the Class of 2007, the largest majors were English (52), Psychology (49), Politics (42), International Relations (41), Biology (40), and Economics (33). Small majors (fewer than five students) included African American and African Studies, Astronomy, European Studies, Geography, Gender Studies (a new major last year), Italian, Medieval Studies, Romance Languages and Literatures, Statistics, and three of the four majors offered in Classics (Classics, Greek, Latin). Over the past decade, the number of majors has dipped in Computer Science and German Studies and has risen in Critical Social Thought, Economics, Philosophy, Religion, and Sociology. The number of special (self-designed) majors, which rose to 34 in 2006, is back to a more normal 17. 16% of the graduates had two majors, a percentage a bit lower than the 18%, 19%, or 20% in the previous five years.

Departments with the highest enrollments in 2006-2007 were Biology, Chemistry, Economics, English, and Psychology and Education.

The normal student course load is 4 courses a semester, and most courses carry 4 credits. We offer a few 2-credit courses. Elementary Russian and elementary and intermediate Chinese and Japanese carry 6 credits. Independent study courses (numbered 295 and 395) can be elected for 1, 2, 3, or 4 credits.

Departmental majors require at least 32 credits, of which 12 must be at the 300 level. Interdisciplinary majors require at least 40 credits, of which 20 must be at the 300 level, divided between two or more departments. Almost all majors also offer minors (exceptions are Architectural Studies, Biochemistry, and Neuroscience and Behavior), and additional minors are offered in Complex Organizations, Conceptual Foundations of Science, Education (teacher licensure), Educational Studies, and Jewish Studies.

Five College certificates are offered in Asian/Pacific/American Studies; African Studies; Buddhist Studies; Cognitive Neuroscience; Coastal and Marine Sciences; Culture, Health and Science; International Relations; Latin American Studies; Logic; Middle Eastern Studies; Native American Studies; and Russian and East Eurasian Studies. Over the past five years, through 2005-2006, Mount Holyoke students have completed 27 certificates in African Studies; 16 in Culture, Health, and Science; and 27 in International Relations. Much smaller numbers of certificates, fewer than 5 in each case, were completed over that same period in Asian/Pacific/American Studies, Coastal and Marine Sciences, Latin American Studies, Middle Eastern Studies, and Native American Studies. Of the 82 certificates issued to all Five College students in 2006, 16 went to Mount Holyoke students (compared to 10 to Amherst students, 2 to Hampshire students, 14 to Smith students, and 40 to University students).

In 2005-2006 there were a total of 5135 course enrollments through the Five College interchange. 1128 of these were courses taken by Mount Holyoke students: 222 at Amherst, 228 at Hampshire, 238 at Smith, and 440 at the University. In the other direction, 781 of the 5135 enrollments were Mount Holyoke courses taken by Five College students: 56 from Amherst, 497 from Hampshire, 79 from Smith, and 149 from the University.

Requirements for majors and minors are set forth in the annual Catalogue (print and web versions). Course descriptions are printed in the Catalogue and are accessible online through the online student information system ISIS as well as the online Catalogue.⁴ Descriptions of majors—usually

⁴ ISIS: <https://isis.mtholyoke.edu/datatel/openweb/> Catalogue: <https://cat.mtholyoke.edu/>

including a statement about the nature and point of the subject and the learning goals of the program—are provided in the Catalogue, on many individual department websites, and often in handouts that departments and programs provide to prospective majors.

The Academic Priorities Committee (APC) is charged with overseeing curricular planning and policy, making recommendations on the allocation of faculty lines, reviewing and transmitting to the faculty proposals for new and revised courses, and overseeing the work of the Academic Administrative Board (AAB) and the Committee on Graduate Work. Twice each year the Registrar brings the APC the slate of new and revised courses, which are reviewed first by a new course subcommittee of the APC, often with extensive editing, then by the APC itself, and then by the Faculty. Mount Holyoke awards credit only for its own courses, courses in the Five College consortium, and liberal arts courses transferred from other accredited colleges and universities. Five College courses carry their grades with them. We do not give credit for experiential learning or internships as such, but credit-bearing independent study projects may emerge, usually in the semester immediately afterwards, from internships or other work with a practicum component.

The College offers a second Bachelor's degree program for graduates of other colleges and universities, dual degree programs in engineering and the health professions, and an array of non-degree programs: the postbaccalaureate studies program, a certificate program for international students, and teacher licensure programs preparing students for an initial license in levels and subjects from pre-kindergarten through twelfth grade. Mount Holyoke is accredited at the Master's level and has offered the Master of Arts degree and the Master of Arts in Teaching. At present the only active graduate program is the Master of Arts in Psychology, requiring 28 credits at the graduate level, reading knowledge of at least one foreign language, a thesis, and a final examination. Over the last decade we have also conferred a few Master's degrees in Chemistry. Although we sponsor or co-sponsor several study-abroad programs and exchanges, the College has no branch campuses or additional instructional locations as defined by Commission on Institutions of Higher Education policies, nor does Mount Holyoke offer or grant transfer credit for distance education courses.

The College's 2006-2007 enrollment, as reported on the Common Data Set, was 2096 full-time and 38 part-time degree-seeking undergraduates, and four full-time degree-seeking graduate students.⁵ An additional fifteen students are enrolled in courses but not admitted to degree candidacy. In May 2006, Mount Holyoke awarded 590 Bachelor's degrees, one Master's degree, and 21 Certificates for International Students.

Connected to and supporting the academic program are four Centers: the Weissman Center for Leadership in the Liberal Arts, which incorporates the Speaking, Arguing, and Writing Program (SAW) and Community Based Learning (CBL); the Center for the Environment; the McCulloch Center for Global Initiatives; and the Science Center.

The academic program falls under the general administrative purview of the Vice President for Academic Affairs and Dean of Faculty. He is assisted by two associate deans: a full-time Associate Dean of Faculty and a half-time Associate Dean for Science who is also a senior member of the faculty. Also reporting to the Dean of Faculty and supporting the academic program are LITS

⁵ CDS reports, and many other data, are available on the Office of Institutional Research web pages: <http://www.mtholyoke.edu/offices/enrollment/instrch/>.

(Library, Information, and Technology Services), the Art Museum, the Director of Academic Development, the four centers, the Arts Coordinator, the academic departments and programs, and Physical Education and Athletics. The Vice President for Student Affairs and Dean of the College, together with the Dean of Studies, have administrative responsibility for academic and pre-professional advising, and administer educational policies and regulations as they pertain to individual students.

The hallmarks of the Mount Holyoke curriculum are:

- innovative courses, programs, and pedagogy anchored within a traditionally structured set of requirements;
- our commitment to student learning made manifest in close student-faculty connections at all levels and particularly in the College's culture of student and faculty research;
- our historic strength in the sciences and humanities and our more recently developed strength in the social sciences and in interdisciplinary fields;
- a curriculum in conversation with the world beyond our gates, beyond our locus in New England, and beyond our nation;
- the respect of faculty for students' work and students' choices;
- and a historic but continually updated understanding that we are educating students for purposeful engagement in the world.

APPRAISAL

General Education

Twice in the last decade the Mount Holyoke faculty has weighed the strengths, weaknesses, appropriateness, and effectiveness of our long-standing distribution requirement. Twice the Academic Priorities Committee has put forth alternatives. Twice the faculty—strongly supported by students—has reaffirmed the distribution requirement, with some modification, and clarified its underlying rationale. And twice the faculty has reaffirmed the coexistence of this disciplinary-based distribution requirement with cross-cutting interdisciplinary competencies and modes of inquiry. Yet much has changed.

At the start of the last decade, our divisionally-based distribution courses shared curricular space with a few team-taught interdisciplinary courses of the sort that might, at some other colleges, form a “core” curriculum. Mount Holyoke did not have a true core because these courses were not required, though they did fulfill distribution requirements (and could not have succeeded unless they had). One such course, *Pasts and Presences in the West* (P&P), was a two-semester writing-intensive study and critique of major texts and moments in Western civilization. Another was *Quantitative Reasoning* (QR), a case-based course designed to help students recognize, evaluate, and use forms of quantitative evidence and argument. A third was the two-semester course *Unity of Science* (a later incarnation was called *Light, the Universe, and Everything*), an NSF-supported multidisciplinary lab course exploring such topics as color theories, properties of light, and the atomic structure of matter. These courses attracted hundreds of students each year, fostered close pedagogical collaborations among faculty across disciplines, and allowed two usually conflicting approaches to general education—distribution and core—to coexist vibrantly.

Toward the end of the 1990s, these courses began to face challenges. It became harder to recruit faculty away from their departments to teach in them. Student enrollments dropped. Various explanations were offered—departmental hegemony, the competing attractions of new

interdisciplinary courses and programs—but it is likely that P&P, QR, and Unity simply came to the end of their natural lives, at least in the format in which they were initially offered. The best elements of the courses—particularly their interdisciplinarity and their close attention to students' skills—actually didn't end but morphed into new courses or found their way into existing courses. At about the same time, between 1997 and 1999, the APC developed a list of competencies and modes of inquiry that all Mount Holyoke students should have mastered, or at least quite closely encountered, by graduation. This string of literacies—Speaking, Arguing and Writing; Understanding Texts and Media; Social and Cultural; Environmental; Scientific and Quantitative; Technological; Aesthetic—gave us a way of beginning to talk about outcomes and assessment of general education, and lent some structure to our 1997 NEASC self-study. The APC worked up and presented to the faculty a matrix with distribution requirements running down one axis and literacies running across the other. The idea was that a student and her adviser should ensure that her distribution, major, minor, and other courses were not only (and self-evidently) “checking off” those requirements, but also giving her opportunities to work on the basic competencies thought most essential for a liberally educated person and most crucial for purposeful and productive engagement in a twenty-first century world. The spirit of the APC's proposal was that students and their advisers should become intentional and self-conscious about what competencies emerged from what kinds of courses. Many faculty and students, though, thought a whole parallel set of requirements was being proposed, and many others had principled objections to what seemed like a reduction of the College's rich curriculum to a set of mutually exclusive categories. The literacy matrix went away.

Or so it seemed. In fact, the APC's 1997 literacies have informed faculty discussion and curricular thinking for a decade, not to mention much of the *Plan for Mount Holyoke 2010*. Speaking, arguing, and writing are the focus not only of the Speaking, Arguing, and Writing Center but also of most first-year seminars. Foreign language study has been thoroughly and thoughtfully assessed in retreats, surveys, and most recently a task force of two years' duration. Quantitative literacy, where the College has a record of innovative pedagogy that has passed muster with funding agencies, is recognized as in need of still stronger approaches. The science faculty have redesigned introductory courses, invented new and imaginative ways of helping students succeed whatever their level of preparedness, and improved science teaching and research with new and renovated facilities and the new position of associate dean for the sciences. Technology infuses the curriculum in a host of ways detailed elsewhere in this study. The Center for the Environment is forging links between the curriculum and co-curricular activities, and among faculty, staff, and students. The visual and aesthetic modes have found fresh emphasis and strength from renovations of the Art and Music facilities, splendid improvements to the Art Museum, and better coordination of events across all the arts.

Still, *The Plan for 2010* (approved in 2003) called for something more than a consensus that literacies and competencies were useful lenses through which to assess the impact and effectiveness of our curriculum. *The Plan for 2010* called for the faculty, led by the APC, to “articulate the goals and desired outcomes of a Mount Holyoke education, evaluate whether our current curriculum and degree requirements facilitate those objectives, and determine what adjustments or improvements we should make.” *The Plan* asked whether we can “articulate a shared vision of a Mount Holyoke education and specify learning outcomes that we agree are most important.” *The Plan* called for us to “reconsider whether distribution requirements should be supplemented or replaced by other ways to measure curricular effectiveness.”⁶ Thus charged, the APC set out in 2003 to review the curriculum, focusing particularly on areas identified through the

⁶ *The Plan for Mount Holyoke 2010*, pp. 5, 6, 7.

planning process as in need of fresh study. The Committee has looked at foreign languages, sciences, writing, the multicultural requirement, and—through its procedures for allocating new tenure-track lines—a number of individual departments. Above all, the APC has talked with the faculty, with students, and over three years in its own meetings, about distribution.

In the first of those years, 2003-2004, the APC met with focus groups of students and faculty to assess the distribution requirement. The Faculty Conference Committee sponsored discussions on the floor of faculty meetings. It quickly became clear that virtually everyone (including students, to the surprise of some faculty members) continued to endorse a distribution requirement. The challenge was to re-imagine the rationale and the educational implications of distribution, and to build on its strengths while recognizing its constraints. Virtually everyone praised the move in 1997 from a model in which most departments offered a single distribution course of the “introduction to the discipline” sort, with its unsustainable implications about canonicity and coverage, to the present model in which most courses fulfill distribution requirements. But many faculty members and quite a few students expressed concern that this vast bounty of choices had made it harder to see the underlying rationale of distribution. From the 2003-2004 conversations about the point and effectiveness of the distribution requirement emerged three proposals for change, named by their rationales: The Exposure Model, the Modes of Inquiry Model, and The General Education Model.

The Exposure Model proposed that students should encounter (be exposed to) faculty and classmates who care passionately about many different areas of human experience, and that students should grapple with materials, approaches, and techniques outside their own chosen fields. The distribution and college requirements were recast as six requirements: two humanities courses, including one in literature; two social science courses; two science and mathematics courses, including one with lab; foreign language; a multicultural perspectives course; and a course in artistic expression.

The Modes of Inquiry Model organized requirements around what we hope students will be able to know or do. In addition to the central and crucial skills of writing and speaking, this model proposed that students acquire some proficiency in seven modes of inquiry: interpreting texts and media, scientific inquiry, quantitative reasoning, social and cultural awareness, artistic expression, multicultural understanding, and language.

The General Education Model was a complicated proposal simply expressed: a course for which distribution credit is given may not count toward the major in the department that offers it. The argument was that distribution requirements would function much better if designed to educate for citizenship rather than to introduce or entice students into a major. But the proposal was sunk by a counterargument, with which most faculty and students agreed: what citizens need to know about fields of study is generally not in tension with what majors need to know. Our best contribution to general education is to teach students what it is like to think in a disciplined way, to learn the beginnings of how people in that discipline think.

The faculty rejected the third option and was evenly split between the first two. In 2004-2005, the APC asked departments to begin testing the workability of the modes of inquiry model by assigning each of its courses to one or more modes. The job proved so daunting, and more importantly so foreign to the way faculty and students actually design and experience courses, that it was abandoned almost before it began. By the end of that year, the APC and the faculty were reaffirming the distribution requirement. But again, something more was needed.

The APC spent the 2005-2006 year developing a more fully articulated rationale for distribution. The rationale hitherto on the books was terse to the point of near disappearance: the College believes that “a well-educated person is acquainted with a variety of fields of knowledge.”⁷ Fine as far as it goes, which isn’t very far at all. Drawing on its conversations with many faculty members, many students, and several deans, and drawing on its review of alumnae surveys and its reading of its predecessor committees’ work, the APC asked for, and received, faculty endorsement of this statement:

A liberal arts education places at its center the content of humane learning and the spirit of systematic inquiry. Its ultimate subject is humanity: the works and acts of human beings and the multiple worlds we inhabit - of thought and art, of nature, community, and technology. It is an education that is evaluative, not merely factual and descriptive. It emphasizes critical judgment and respect for human achievement, educated awareness and reasoned discourse, disciplined inquiry, directed curiosity, clear and creative expression. It is also an education in discovery, an opportunity to explore the extent and diversity of human experience, locate oneself within that breadth, and cultivate one’s own passions and talents.

To these ends, the Mount Holyoke curriculum strives to help its students develop a base of knowledge that is both broad and deep. Our curriculum divides itself into two broad sections: the major/minor and the general education, or distribution, requirement. In the major and, to a lesser extent, in the minor, students commit to one relatively narrow branch of study with sufficient depth to acquire expertise in its concerns, traditions, and literatures. By contrast, the distribution requirement provides an extended orientation to all of the College’s resources, including most importantly its faculty. Mount Holyoke College asks each student to take courses from seven different disciplines of her choosing, distributed across the sciences, social sciences, and humanities. For many students, this requirement leads to unexpected interests that blossom into major fields of study. Others discover interdisciplinary connections with their intended major that lead to unanticipated career paths, or encounter faculty members who become mentors.

The College’s distribution requirement seeks to be minimalist without being trivial. Our intention is not to endow all students equally with a privileged set of academic skills, but to guide, and to welcome, each student into a community of intellectual citizens.

In short, bookending the past decade were two thorough-going reviews of the College’s basic set of requirements and two proposals for alternative ways of framing the outcomes of a Mount Holyoke education. Two times we reached the same conclusion: that the distribution and other requirements need tweaking at the local level but not wholesale conversion to a new way of carving up the educational pie. The conclusion had an additional dimension: that the relatively stable distribution requirement should coexist with, not be replaced by, cross-cutting entities that do and should change, that are and should be set up with the kind of nimble flexibility that disciplines may not, and perhaps should not, have. A decade ago the best-known examples of such entities were the interdisciplinary team-taught courses (P&P, QR, Unity) and a couple of fledgling Centers. Today, the cross-cutting entities include a range of interdisciplinary courses, programs, and majors; a host of localized initiatives involving two or three departments; first-year seminars offered across the curriculum; and the many facets of what are now four fully developed Centers. Each of these needs appraisal here, and each will need ongoing support in order to remain closely integrated with the College’s academic core.

⁷ *Faculty Legislation*, Section Two, II, B.

First-Year Seminars

In 1999, the President convened a committee to examine the experiences of students during the first two years, with the goal of finding ways to increase the sense of connection between students and faculty, especially within the curriculum but also between the curricular and co-curricular realms. The Committee on the First Two Years issued a report in May 2000 outlining a series of strategies to enhance advising, ensure good curricular/co-curricular partnerships, and strengthen the curriculum of a student's first two years. A major recommendation in that third category was to increase the number of small seminars and make them visible, offering enough for each first-year student to take at least one. The APC quickly identified about forty such seminars and, working with the Dean of First-Year Studies, publicized them to entering students. The first-year seminar program was launched in 2001, initially with existing courses that simply needed to be identified as belonging to this new program so that students could find them, and subsequently with a faculty Director and some funding to encourage more such courses.

In recent years we have offered about 30 first-year seminars each fall and 8 or 9 each spring. We strongly encourage but do not require students to take one of these courses. Each year over 400 of the approximately 500 entering students sign up. We have not yet studied how the academic profiles of students who have taken first-year seminars differ from those who have not. We have, though, seen a statistically significant increase in retention to sophomore year starting in the fall of 2002, which marked the beginning of the first-year seminar program. Since then, 91% of students taking a seminar return, versus 88% for those electing not to take a seminar.⁸ The definition of a first-year seminar is simple: a small (18 or 20 maximum) seminar designed for first-year students (a few upperclass students are occasionally allowed), with frequent writing and/or speaking assignments and frequent faculty response to students' work, taught by continuing (as distinct from visiting) members of the faculty. The successive directors of the program have forged close links with SAW and have developed workshops for faculty on the pedagogy of the small seminar, with particular focus on writing assignments. They have also done some careful grant-supported appraisal. A questionnaire administered in nineteen of the Fall 2005 first-year seminars confirmed the faculty's sense that students see first-year seminars as different from other courses, and different in positive ways. 71% of students reported that their seminar asked for more writing than other courses; 79% reported that they received more feedback on their writing; 62% said that they had more opportunities to revise their written work. One important goal of the seminars—sustained attention to writing—is clearly being met.

Speaking, Arguing, and Writing

The SAW program's robust set of offerings includes SAW mentors (students attached to courses who offer individual and group sessions outside of class on topics or assignments as directed by the instructor), SAW assistants (students who meet with their peers in the Library's SAW Center to work on papers, presentations, and other class projects), and SAW workshops (offered each semester in critical reading, pre-writing, constructing arguments, making effective presentations, revising, citing, avoiding plagiarism, and similar topics).

Yet there can never really be enough attention to clear and compelling communication, and to writing in particular. Mount Holyoke has a long history of experimenting with and adopting a variety of approaches to teaching and supporting writing. Over the past couple of decades we have had

⁸ Scannell and Kurz, Inc., "Mount Holyoke College: Review of Re-enrollment Behavior" (September 2006)

writing centers in different locations serving both students and faculty in different ways. We have offered a whole series of English courses: year-long sequences for first-year students, expository writing courses on a range of topics using a variety of methods, and more focused courses such as writing in the sciences, writing about the arts, journalism, and creative writing. Many faculty members across the curriculum devote significant parts of their courses to the improvement of writing. As part of the curriculum review called for in *The Plan for Mount Holyoke 2010*, the APC gathered a large group of faculty and administrators for a retreat on writing in February 2004. This group included individuals who developed and supported writing courses, worked with student mentors, offered workshops, taught first-year seminars, or were otherwise committed to improving student writing at the College. The group generated a series of questions, comments, and recommendations:

- Consider centralizing the challenge and responsibility for ongoing review of the state of writing. But where? Under the aegis of the APC? In SAW? Under the First Year Seminar Director?
- Identify faculty to participate in a faculty seminar on writing.
- Set up a working group on writing in the disciplines.
- Create a limited number of two-credit advanced exposition courses addressing the writing needs of post-first year seminar students, the group one faculty member called the “soft middle.” Perhaps offer such courses within the disciplines as well.
- Continue 2-credit courses for students identified as writers “at risk.”
- Continue “in the moment” workshops on a variety of matters of concern to faculty: evaluation, assignments, ways technology can support writing, etc.
- Generate a pamphlet (web site?) about writing at Mount Holyoke, including a guide to sources and resources, the matter of plagiarism, etc.

We have made progress on some of these. First Year Seminar Directors and Weissman Center Directors have drawn College-wide attention to questions about writing, run workshops for faculty, and drawn the resources of SAW more closely into the classrooms of faculty teaching first-year seminars. We have experimented with various interventions and supports for students whose pre-College training in writing was weak. We have expanded our offerings in English for Speakers of Other Languages (ESOL). But many faculty and students remain unsure where the center of writing at Mount Holyoke (not to be confused with the writing center) resides. Is there—should there be—someone or somewhere in charge? There is the beginning of a consensus that the Director of SAW could be that center, working of course very closely with the faculty, but we are making a new appointment to that position and must see what emerges there.

There is also interest in taking up the question of how we can better assess the development of students' writing over time. The Dean of Faculty has spoken in a preliminary way with the APC and other faculty groups about a portfolio model of the sort created by Carleton, in which sophomores gather papers written for regular classes into a portfolio to be read by members of the faculty, who then either declare the student to have demonstrated competency or remand the student to a writing course. Whether such a model would work at Mount Holyoke remains to be considered by the faculty, but some means of ongoing assessment and improvement of student writing, at a level larger than that of the individual course, remains on the College's agenda.

An additional aspect of writing that concerns a number of faculty members is the extent and nature of student borrowing from internet and other sources. Sometimes such borrowing reveals a misunderstanding of how a community of scholars in an age of technology acknowledges debts to

the work of others. Sometimes such borrowing rises, in intent as well as effect, to full-scale plagiarism. We have an array of statements and procedures governing academic responsibility, including a somewhat outdated but still quite useful pamphlet called *A Guide to the Uses and Acknowledgement of Sources* and an approach to student violations that is initially educative rather than punitive. But the internet brings new challenges with which we have not fully grappled. The Dean of the College, under whose authority the academic honor code falls, has announced his intention to take this up.

Quantitative Skills

Also on the agenda are students' quantitative skills, necessary for success not only in the sciences and mathematics but also, and increasingly, in the social sciences and for some kinds of research in the humanities. Nearly twenty years ago the faculty put on record that a Mount Holyoke graduate should be quantitatively literate, and went on to provide a definition of that term. "This means that she must be able to recognize and isolate various forms of quantitative argument, to reason effectively with numerical information, and to be at ease with the use of modern computational tools in working with data. True quantitative literacy requires the ability to use the language of mathematics with clarity and coherence, to discover and describe those patterns of logical relationships which unify seemingly unrelated phenomena, and thus to find simplicity, subtlety, and order amidst the complexity of the natural and social environment."⁹ A number of curricular means have served these ends over the years, from Chemistry and Physics courses that expect and incorporate increasing amounts of quantitative work, to interdisciplinary courses team-taught by faculty from several departments (such as the *Quantitative Reasoning* course mentioned earlier or the more recent *Diseases, Debates, and Dilemmas*), to externally-funded semester and summer projects including successive Howard Hughes Medical Institute grants. But renewed attention to the matter of students' quantitative abilities has come from two new directions in recent years: a commission report, and a faculty seminar.

The Presidential Commission on Diverse Community set forth as one of the imperatives of the College that Mount Holyoke must create a climate of achievement for *all* students, and the 2005 Report of that Commission¹⁰ named quantitative skills as one of the areas most likely to reflect differential high school preparation followed by—absent intervention—differential achievement in college. Departments have been asked to consider restructuring introductory curricula to try to decrease such achievement gaps. Science departments had already begun, and continue now, to develop imaginative ways of supporting students: peer mentoring, cascade mentoring, skill-building workshops and help sessions, increased opportunities for close student-faculty contact, innovative uses of classroom technology, and smaller classes. In Spring 2006, faculty from several departments and programs took part in a seminar devoted to considering the quantitative skills of Mount Holyoke students and ways to improve those skills through existing courses and new initiatives. The group concluded that the College should be doing more to strengthen students' abilities to interpret systematic collections of data, quantitative and qualitative, and to evaluate arguments based on such data. The views, questions, and proposals of the seminar participants have not yet been presented to the APC and faculty, but it is likely that they soon will be, and that an important conversation about quantitative skills will begin anew.

Centers

⁹ *Faculty Legislation*, Section Two, I, A, 5.

¹⁰ <http://www.mtholyoke.edu/offices/dcoll/12581.shtml>

Two successive strategic plans have laid out additional cross-disciplinary competencies of such importance to our mission and our understanding of what it means to be an educated person that we have established centers to nurture and support them. These competencies, perhaps better described as capabilities, are leadership, environment, global citizenship, and science.

The Weissman Center for Leadership and the Liberal Arts (begun in 1997 and named in 1999) seeks to enhance students' leadership skills and their understanding of ties between liberal arts education and engaged citizenship. It builds students' abilities to analyze, articulate, and advocate through three channels: public programming on pressing current affairs; the SAW program serving hundreds of students and supporting some 70 courses each year; and the Community-Based Learning (CBL) program. The Center for the Environment (1998) aims to develop an interdisciplinary environmental education program deeply embedded in the broader curriculum, in part by using our campus and the surrounding region as a natural laboratory for the study of landscape ecology. The McCulloch Center for Global Initiatives (2004) unites our many heretofore scattered international programs and people under one roof, and seeks to implement a coherent vision of education for global citizenship. The CGI promotes activities that consider the implications of a globalizing world, through teaching, research, speakers, fellows-in-residence, and a biennial conference. The CGI is also identifying new opportunities for more students to have educational experiences outside the U.S, and has put forward as its ambitious goal the proposition that every student should have a learning experience abroad. The Science Center (2004) has brought science and mathematics faculty into a single interconnected set of new, renovated, and existing buildings to support and encourage their increasingly interconnected research and teaching. Collaborations are already multiplying: a biologist and a chemist are team-teaching an 8-credit integrated introduction to biology and chemistry, and faculty and students from Biology, Chemistry, Physics, Biochemistry, and Mathematics are collaborating on NSF-funded projects in genomics and nanoscale materials development.

Each of the Centers has its own history, its distinct priorities, and its unique position within the College. We tend to talk of them collectively—"the Centers"—but they have significant differences. For example, the Weissman Center and the Center for Global Initiatives have large curricular support components (SAW, CBL, study abroad, support for international students). The Center for the Environment has connections to the people and offices with responsibility for the College's campus, physical plant, and environmental health and safety. The Science Center is a large and complex set of buildings as well as a curricular division.

The Centers have been, in many ways, spectacularly successful. They offer lectures, panels, and conferences featuring presentations by significant thinkers and well-known scholars from across the nation and around the globe. They draw audiences—sometimes large, sometimes small—that are attentive and engaged. They embody the last clause in our mission statement, "fostering the alliance of liberal arts education with purposeful engagement in the world." Donors have stepped up to support their work. The Centers forge links with faculty and students across the curriculum. But there are deeper connections to be made between the Centers and the academic program, and the connections that do exist could stand to be more widely known and carefully assessed. (The Weissman Center conducted an internal review several years ago, the Center for the Environment had a site review by outside evaluators acting on behalf of the Mellon Foundation, and the CGI has several assessment projects underway or completed.) The Centers are seen by some faculty members as drawing resources away from the academic core of the College, and by "resources" faculty are often talking about the talented faculty members who direct the Centers as much as they

are talking about dollars (in fact nearly all of the Centers' dollars come from directed gifts, both expendable and endowed).

This concern that the Centers and the academic program need closer collaborative ties has surfaced in connection with our new Mellon Foundation "Centers of Excellence" grant. This \$11.5 million dollar project (\$2.5 million from Mellon matched by \$9 million to be raised over the course of our current Campaign) will fund four additions to the tenure-track faculty, scholarships and experiential learning opportunities for students, and programmatic development for a set of concentrations—each called a Nexus—linking curricular and co-curricular work to the broad themes represented by the Centers. The Nexus will supplement a student's major and fulfill the requirement of a minor, but it is envisioned as having more extra-academic features than most minors. Its core, in fact, will be the connections a student makes between her academic study and the practicum she undertakes before, during, or after her junior year. Additional details are still under development, but the central elements of the original proposal would remain: a student will complete a specified number of courses outside, though possibly related to, her major; undertake a significant experiential project (internship, practicum, or sustained research experience); attain proficiencies set by the particular Nexus pathway she chooses; work closely with faculty advisors; and assess and publicly present the links she has made between her coursework and her practicum. The proposal calls for a cohort of incoming students to be offered financial support for their education at Mount Holyoke and the experiential portion of their Nexus program, should they undertake one. Students not in the incoming cohort would still be eligible to join a Nexus pathway once at Mount Holyoke. The four tenure-track faculty positions, probably in areas consonant with the broadly interdisciplinary foci of the four Centers, would be proposed by departments and programs in the usual way, reviewed by the APC in the usual way, and searched under the usual rules. The APC would also approve each Nexus pathway in the usual way that it approves all proposals for new academic minors or certificates.

Five Divisions

A number of faculty members noticed with concern that the arts are missing from the four foci of the Nexus project, and others have urged that languages be a clearer element of Nexus pathways, especially those that might be associated with the Center for Global Initiatives. Other faculty feel strongly that the Nexus program should not re-inscribe the curricular divisions. Both concerns point to an important change over the last decade: while the College's distribution requirement shapes itself around the traditional three divisions of the liberal arts curriculum—humanities, sciences and mathematics, social sciences—Mount Holyoke tends increasingly to talk about five divisions: arts, languages, humanities, sciences and mathematics, and social sciences.

Three of these five divisions—arts, languages, and sciences—hold regular meetings of department chairs, plan curricular and co-curricular work in interdepartmental consultation, and hold periodic faculty retreats to consider improvements to the teaching and research climate in their division. Those same three divisions each have a structural focal point: a faculty Arts Coordinator convenes representatives from Art, Music, Dance, Theatre Arts, Film Studies, and the Art Museum; the Foreign Language Executive Board (FLEX) meets regularly; and an Associate Dean for Science helps science departments coordinate policy and planning for their facilities, their interrelated curricula, their staff support (lab directors and instructors particularly), and their newest faculty members.

Members of the humanities faculty have called, off and on over the last few years, for some such space or focal point of their own. The Weissman Center, long directed by humanists and often focused on humanistic and social issues broadly defined, helps meet this need, but the Weissman Center directors have appropriately understood their mission as an interdisciplinary and cross-divisional one. The social sciences are made up of a relatively small number of departments with large (and growing) enrollments. In the process of developing the *Plan for Mount Holyoke 2010*, the social science faculty were convened and invited to consider common needs. The outcome of that gathering was a sense of connected though not necessarily common purpose, and the conclusion that a social science coordinator or regular meetings of social science faculty would add little value. The model of coordination that works for science, languages, and arts does not, and indeed need not, work for every division. This does not mean, however, that social scientists want no coordination at all. Some, in fact, are developing thoughtful and compelling rationales for reconsidering coordination at the divisional level. As a small set of disciplines serving a large student demand for classes and particular kinds of academic training, the social sciences do have much in common, and might benefit also from revisiting questions of a shared intellectual vision. The agenda of the social sciences, several faculty have noted, resonates with the College's mission of purposeful engagement with the world, and bridges in interesting ways the work of the sciences and the work of the humanities and arts. In the Spring of 2007, a faculty member in Sociology began gathering social scientists in a faculty seminar with three goals: to collect newer social scientists and those interested in contiguous fields to meet each other; to explore possible common intellectual interests; and to talk about practical matters such as curricula, research and grant support, and speakers series.

Majors

One of the last decade's small gestures with large significance was to distinguish majors from departments, to separate the academic focus designed for students from the administrative structure designed for faculty. This is reflected in a catalogue and top-level web pages now organized by major and not department. It is also reflected in a bit more suppleness about new majors, since we can develop and support a major without necessarily needing an elaborate and often expensive new structure (chair, administrative assistant, office, budget) to run it. Architectural Studies and Ancient Studies have developed in this way. In keeping with this distinction, we will talk here in Standard Four about majors, where our students live, and reserve to Standard Five a discussion of departments and programs, where our faculty reside.

As part of the *Plan for 2010's* curriculum review and in preparation for this self-study, the APC and the Dean of Faculty began in 2004-2005 asking departments and programs to develop more considered statements of goals for the majors they offer. The form this took was a request to chairs to answer the question: what should a senior major in X have learned?¹¹ Few majors had not grappled with this question before; most are constantly reviewing and revising courses, course sequences, requirements, and pedagogical methods. But this more centralized call for goals and outcomes produced a set of clear, succinct, and often quite splendid statements. In general, departments and programs expect their senior majors to have mastered a body of information, and

¹¹ "The first step in the assessment process is to define expectations for student learning (i.e., what should students know and be able to do with their knowledge)," says the National Postsecondary Education Cooperative in its *NPEC Sourcebook on Assessment* by Elizabeth A. Jones and Stephen RiCharde, p. 4. NPEC 2005-0832. Washington, D.C.: 2005.

to have acquired the ability to weigh evidence, analyze data, and make arguments using methods appropriate to the discipline. More specifically, departments and programs say things like this:

A Film Studies major should be fluent in reading and analyzing cinematic texts using the terminology particular to the discipline, should be aware of and should have seen most films definitive of the field, should be familiar with the essential theoretical texts that have defined the medium and the study of the medium as it has developed over the course of the twentieth century, and should if at all possible take a course in film production in order to understand the specificity and demands of the medium. With this knowledge, a student should be able to intelligently engage any film as an aesthetic object and/or as a cultural product.

A French major should emerge with proficiency in the four French language skills (listening, reading, speaking, writing), awareness of the major chronological frameworks of French and Francophone literatures, multi-cultural and multi-century knowledge of the French-speaking world (includes Francophone communities both within and without the “Hexagon”), and substantial first-hand experience of the French-speaking world.

A Chemistry major should have basic laboratory benchtop skills, facility with data and error analysis, instrumental competence, competence with basic computational chemistry, the ability to read and understand primary literature, the ability to communicate scientifically with peers, faculty, and the broader community, quantitative and qualitative problem-solving skills, the ability to integrate and apply scientific knowledge from multiple disciplines, (the beginnings of?) good chemical intuition, and the ability to contextualize chemical knowledge broadly.

What should every graduating senior know? This very phrasing betrays a certain conception of learning and knowledge that favors the discursive, rational truths of the sciences and critical humanities. Every senior should have some sense that there exist other, equally valuable, ways of knowing, languages of expression and modes of truth-telling—notably those of the various arts, in all their diverse manifestations throughout human history and culture. In terms of Dance studies, every senior should understand that embodiment is a foundational fact of our human being, one which opens and influences all our experience and knowledge of self and world. The many historical and contemporary traditions of Dance across cultures draw their inspiration and expressive lives from this fact. We also hope that every senior has an in-depth knowledge of at least two different dance idioms and an understanding of dance from a variety of different perspectives: technical, performative, choreographic, aesthetic, historical, scientific, and cultural.

The APC and Dean have also invited departments and programs to report on the various means they use to assess whether their seniors graduate knowing and being able to do what the faculty wants them to know and be able to do.¹² Approaches to such assessment are many and varied, but fall more or less into three distinct categories: course assessments, assessments of the major, and reviews of departments and programs.

Course-embedded assessments of student learning include not only the standard fare of quizzes, tests, papers, reports, but also a variety of innovative strategies including “just in time teaching” (last-minute adjustment of class content based on student responses to the previous days’ class and reading), cascade mentoring (cascading from faculty member to senior majors to first and

¹² “The second essential step is to create or use existing instruments to determine if students are mastering these defined expectations.” *NPEC Sourcebook on Assessment*, p. 6.

second year students, a model that also works well for summer research projects¹³), oral presentations in class, some of which are replicated outward to departmental talks or College-wide symposia, and peer critiques especially—but not only—in the arts. Mount Holyoke makes use of most items on standard lists of methods providing direct evidence of student learning: pre- and post-tests (e.g., languages, mathematics), juried reviews of student projects (internally juried for campus symposia, Five-College juried for discipline-based colloquia, and externally juried for professional conferences), externally reviewed internships (increasing in number and importance to our students), student work samples and portfolios (via our course management system “ella,” for example), national licensure examinations (teacher certification), and—throughout the College—course-embedded assessments. The faculty also makes adjustments based on course-to-course assessments: what are students not getting in a prior course that they need to know for a more advanced course? Economics, for example, changed its statistics course to introductory econometrics, with half a semester on regression, so that students could easily read the journal articles they are expected to read in the upper level seminars. Music experimented with a one-semester history course but reverted to a two-semester sequence to ensure that students are prepared for the 200-level music history topics courses.

Some departments and programs have long conducted informal conversations or more formal exit interviews with their graduating seniors. Beginning in 2006, encouraged by the Dean of Faculty and by department chairs who reported that much useful information has come from such meetings, a larger number of departments and programs have begun holding group conversations with their seniors. Chairs were encouraged to take notes and share findings with their colleagues; they were also invited, though definitely not required, to send some of their notes to the Dean of Faculty, who now has a small compendium. From that compendium we list a few of the questions posed to graduating seniors about their experiences in their majors:

- Do faculty seem approachable?
- Are technological resources (LITS, Language Resource Center) more than adequate?
- Do you feel prepared for the future?
- What do you see as the program’s initial promise, and what do you see now as its contribution to your education?
- What are the department’s strengths? What can be improved?
- What skills are you taking away from Mount Holyoke that developed out of your work as a major in this discipline?
- How has your reading and writing improved?
- Comment on the availability and value of internships.
- Comment on the availability and value of research opportunities? Independent study? Thesis work?

Here are a few of the responses and comments the seniors offered, selected more or less randomly from reports by different departments. Note the common threads in what students want: more writing, more and earlier feedback on their work, better advising, closer connections.

- They asked for smaller classes, ideally 12-15 in a seminar, with students equally well prepared, saying that inadequately-prepared students were a real handicap in upper-level seminars.

¹³ <http://www.mtholyoke.edu/acad/biol/hhmi/cascade.htm>

- They expressed a wish for more frequent long papers. They encouraged writing assignments that build incrementally over the course of a semester, and they suggested that papers be due early in the semester so they could get earlier feedback.
- Most suggestions were geared toward increasing the sense of cohesion and community among majors.
- Students would like a gathering at the beginning of the year in which study abroad returnees could share their experiences, better advising around courses and thesis process, advice on bridging the gap between graduation and employment.
- Students would have liked to know about courses at the Five Colleges.
- To help students plan their major, create a flow chart that shows exactly which courses require which pre-requisites.
- Strengths: the major gave them knowledge of big thinkers, brought clarity to contradictions they experienced in the world, taught them to be curious about everything and take nothing at face value, exposed them to a lot of different types of theory, enhanced their ability to think critically, forced them to write proposals, gave them an experience of collaboration and a sense of camaraderie. Criticisms or suggestions: we need a new core course, we need to tell incoming students immediately which courses will be available during their four years so they can plan, a greater variety of genres should be illustrated, greater emphasis on public speaking is needed, we need a better web site, this major is open to anyone interested in questioning her ideas, but the student culture is not.

In addition to asking what their senior majors should have learned, and asking their senior majors for an appraisal, departments and programs routinely assess their course offerings, requirements for the major and minor, student research program, and opportunities for collaboration and conversation outside the classroom. These larger assessments take three forms: annual reports, internal reviews, and external reviews.

Every department and program chair at Mount Holyoke submits an annual report to the Dean of Faculty and President. There is no set format for these, but most of them review enrollment trends, curricular changes contemplated or completed, accomplishments of faculty members, accomplishments of students (usually including news of seniors' plans for graduate school or employment), and challenges on the horizon. The Dean does not circulate these reports because chairs wish and need to report freely on curricular and departmental matters, but he does follow up with chairs on the key points they raise. In some cases, those points become part of the department's agenda for the coming year. In other cases, the chair's concerns lead to action by the Dean (additional funding, review of space allocation, improved facilities). Collectively as well as individually, these documents reflect planning and evaluation hard at work in the service of curricular effectiveness and excellence.

Internal reviews are often reappraisals of a particular aspect of an academic program, though sometimes (especially in connection with an external review) departments will look at the whole of their offerings. Reports from departments about significant curricular shifts and developments over the past decade reveal a College in near-constant self-scrutiny, adjusting and occasionally reinventing its academic programs based on student and faculty assessments of what needs improvement. We illustrate by citing some curricular changes and the reasons for them (these are only a few of dozens that have come to our attention through the curricular audits departments have provided):

- American Studies restructured its curriculum to reflect better the ethnic and racial diversity of the field, restructured the introductory course and capstone seminar, added an Asian American concentration, and expanded major requirements to include at least one course in African American culture.
- Astronomy has been expanding course offerings in planetary science.
- Chemistry added an experimental methods course in response to evidence that the curriculum insufficiently fostered technical proficiency. Chemistry also eliminated the comprehensive exam, expanded the general chemistry course to a two-semester sequence, and created a Peer-Led Undergraduate Mentoring System (PLUMS) for students in the first four core Chemistry courses. Assessment of PLUMS shows a strong correlation between student participation in the workshops and grades of B or better in the core courses.
- Dance continues its strong ballet and modern offerings but has added a variety of cultural dance forms (e.g., Hip Hop, West African, Tango, Tap). Video and DVD have become integral to faculty and students' work, with majors routinely incorporating video into their presentations.
- Film Studies has been granted a tenure-track line and has solidified its status as a flourishing program at Mount Holyoke and an anchor in the new (2005) Five College Film Studies major.
- Gender Studies, formed two years after a program in Women Studies dissolved itself, is in first full year, with a complete curriculum, a core faculty, and a growing cadre of associated faculty from across the College's divisions and ranks.
- Religion has renewed its faculty ranks with hires in Islam (a field offered in the Department since the early 1970s), biblical studies, early Christianity, and Buddhism. The department is assessing its introductory courses and considering how to formulate a long-needed capstone course in methods and theory of the study of religion.
- Spanish increased the number of credits and 300-level courses required for the major, reduced to one the number of courses in English that can be counted toward the major, added a track on film studies in Spanish, added courses for or about U.S. Latino/Latina students, developed an intensive elementary Spanish course, put its placement test online (as have other language departments), separated from Italian to become its own department, and completely renewed its faculty (all tenured and tenure-track faculty were hired since 1999).

External reviews of departments and programs allow departments to review and assess their work periodically and systematically, and help departments and the Dean of Faculty plan for the near- and long-term future within the context of staffing and budgetary realities. An outside review can be triggered by a variety of factors. In many cases a department or program is seeking advice on curricular renewal or structural reform. A department requesting a tenure-track faculty position will very often undergo a review to help test its arguments and guide its planning. Occasionally a department facing curricular or personnel difficulties will request, or will be advised by the Dean to seek, the perspective a visiting committee can bring. Impending retirements or other structural changes in a department might also trigger a review. More often than not, a review is set in motion by a combination of these factors. Though Mount Holyoke has no fixed schedule for reviews, our stated intent is that departments and programs normally go no longer than fifteen years without one. Since 1997-1998, we have had external reviews of Physics, Economics, French, Chemistry, English, Physical Education and Athletics, Music, Art, Politics, Psychology, Education, Philosophy, Russian, Astronomy, and Computer Science. The Departments of History and Earth and Environment had reviews in 2006-2007. External review committees submit reports to the Dean, who passes them along to the department, the APC (if a tenure-track line is at issue), and the Education Committee of

the Board of Trustees. Discussions of the reviewers' recommendations have led to significant changes in curricula, requirements, and sometimes pedagogy and staffing as well. In most cases we follow up on these reports reasonably well: when outside reviewers strongly endorse a new position, the department generally gets one; when the review uncovers student concerns, the department addresses them; when the process points to a need for curricular change, the faculty takes steps to change the curriculum. In a few instances the reports have been disappointingly unhelpful, or the faculty has concluded that some of the reviewers' recommendations are ultimately unworkable.

Assessing Outcomes and Institutional Effectiveness

Mount Holyoke also conducts assessment by surveying students and alumnae centrally, though the Office of Institutional Research and the Alumnae Association. Our key surveys are:

- the CIRP survey of incoming students,
- the Enrolled Student Survey, administered in March of odd years, alternating with
- the Cycles Survey, administered in March of even years,
- the Senior Survey, given at graduation rehearsal (the audience is captive so the response rate is high),
- the Six Months Out survey, which asks the most recently graduated class to report on their employment and/or graduate school activity,
- and the Alumnae Survey, administered periodically (most recently in spring 2005) through COFHE.

By and large, Mount Holyoke students report considerable satisfaction with their education and considerable improvement in a number of abilities. We will report briefly on two surveys, and then move to larger outcomes data.

The Office of Institutional Research has produced a chartbook of key variables from the Enrolled Student Surveys of 2003 and 2005.¹⁴ Findings from 2005 that are pertinent to an appraisal of the College's academic program include the following:

- 92% rated their educational experience at MHC as good or excellent.
- In response to questions about participation in course or classroom activities, 46% worked on a class assignment with other students very often or often, and 81% participated in class discussions very often or often. Only 11% never made a formal presentation in class, and less than 1% said they never discussed intellectual ideas with other students outside of class.
- 36% had worked with a faculty member on research, either for credit or not for credit. 74% had had intellectual discussions with faculty members outside of class.
- Responding to a series of questions asking about changes in students' abilities since enrolling at Mount Holyoke, 82% said their ability to write effectively was stronger or much stronger now, 76% said their ability to communicate well orally was stronger or much stronger now, 86% said their ability to think analytically and logically was stronger or much stronger now. A smaller number, 53%, said their ability to use quantitative tools is stronger or much stronger now. A considerably larger number, 79%, said their ability to synthesize and integrate ideas and information was stronger or much stronger now.

¹⁴ <http://www.mtholyoke.edu/offices/enrollment/instrch/ess.shtml>.

The Office of Institutional Research has also produced a longitudinal and comparative chartbook from the 2005 Senior Survey, earlier senior surveys, and similar surveys at COFHE schools. 2006 data is now available as well:

- In a set of questions about extent of satisfaction, 94% of seniors in the Class of 2006 said they were satisfied or very satisfied overall with their undergraduate education. 93% were satisfied or very satisfied with the courses in their major. 99% were satisfied or very satisfied with the overall quality of instruction.
- 61% were satisfied or very satisfied with academic advising before declaring a major. 85% were satisfied or very satisfied with academic advising in their major.
- 96% were satisfied or very satisfied with the availability of faculty outside of class. 38% were satisfied or very satisfied with opportunities to participate in faculty research.
- In a series of questions about changes in academic abilities since entering college, 94% said their ability to write effectively was stronger or much stronger now. 90% said the same about their ability to communicate well orally; 91% about their ability to think analytically and logically, 61% about their ability to use quantitative tools, and 59% about their ability to understand the process of science and experimentation.

A key outcomes measure for a College claiming science as one of its strengths is the number of science PhDs earned by its students. Here the data are compelling. In a NSF survey of the undergraduate origins of 1966-2004 female PhD recipients, Mount Holyoke ranked 8th (tied with Stanford and Wellesley) in physics, 9th in chemistry, and 16th in biology. The raw numbers tell an even more interesting story: Mount Holyoke educated 465 female doctorate recipients in the life and physical sciences between 1966 and 2004. Much larger institutions with many more female students had numbers not very different: Duke 464, MIT 518, Stanford 527, Harvard 644. Among liberal arts colleges, Mount Holyoke ranks first in producing women who went on to receive doctorates in the life sciences (356) and in the physical sciences (109). Between 2000 and 2004, we produced more international (non-U.S. citizen) female doctorate recipients in the physical and life sciences than any other college or university of any size anywhere in the nation. Among elite liberal arts colleges (the top 30 in *U.S. News* rankings), we rank first in graduating minority women who went on to receive U.S. doctorates in life and physical sciences over the same period.¹⁵ The numbers of PhDs in non-science fields are also impressive: over the same period, Mount Holyoke ranks 15th in women who received PhDs in humanities and 37th in social sciences. Mount Holyoke ranks 16th among baccalaureate college baccalaureate-origin institutions of all (male and female) research doctorate recipients from 1996 through 2005.¹⁶

Though our PhD production is strong, our students have recently done less well on standardized tests. While our students' GRE verbal scores were between 80 and 100 points over the national mean from 2001 through 2005, their quantitative scores were just between 4 and 22 points higher than the national mean. Their analytical scores were 13 points higher. Of 31 students taking the GRE subject tests during that period, only 5 scored higher than 700. We are concerned as well about our law school and medical school test scores and admissions rates. In a survey of first-year medical students 2005, 41% of Mount Holyoke students who had applied were accepted. The

¹⁵ <http://www.mtholyoke.edu/offices/enrollment/instrch/outcomes.shtml>

¹⁶ Survey of Earned Doctorates Doctorate Data Project, "Baccalaureate-origins of U.S. Research Doctorate Recipients" 1996-2006," National Organization for Research at the University of Chicago, 2006. The fifteen schools in front of us, in rank order, are Oberlin, Wesleyan, Carleton, Swarthmore, Williams, Smith, Wellesley, St. Olaf, Vassar, Amherst, Reed, Grinnell, Pomona, Barnard, and Bryn Mawr.

national number was 47%. Our students' composite MCAT scores were slightly below the national mean. In 2005, 77% of our seniors and 68% of our non-seniors (alumnae) who applied to law schools were accepted. The national numbers are 67% of seniors and 55% of non-seniors. We think we should be doing better, and we have begun to put in place a variety of supports for students thinking of law and medical school: advising sessions, workshops, meetings with alumnae in those fields, prep courses, and coaching.

The expectation of NEASC's Commission on Institutions of Higher Education is that Mount Holyoke's "academic programs are consistent with and serve to fulfill its mission and purposes. The institution works systematically and effectively to plan, provide, oversee, evaluate, improve, and assure the academic quality and integrity of its academic programs and the credits and degrees awarded. The institution develops the systematic means to understand how and what students are learning and to use the evidence obtained to improve the academic program."¹⁷

We do this. We intend to do more of it.

PROJECTION

Emerging from our ongoing appraisal of the academic program, and from the strategic planning work we did in 2003 for the *Plan for 2010*, is a set of projects to which the College is committed:

- Complete the APC's review of aspects of the distribution and other requirements. Consider the science lab requirement. Review the multicultural requirement. Return to the report of the Task Force on Foreign Languages, now that the prospect of an addition to the language requirement seems shelved, to determine what other parts can and should be implemented.
- Continue discussions of writing. Design measures to assess the development of students' writing over time.
- Continue assessment of first-year seminars, including a comparison between students who have taken such courses and students who have not.
- With the appointment of a new Director of SAW, review the offerings of that program in consultation with faculty members and develop modifications and improvements.
- Look at students' quantitative skills: what skills and abilities are needed to succeed in courses across the curriculum and in work after Mount Holyoke?; to what extent to students now lack those skills?; how do we address underpreparedness?
- Continue implementing the recommendations of the Diverse Community Commission pertaining to the academic program, especially those aimed at ensuring that all students are fully prepared to succeed at Mount Holyoke.
- Construct and implement the Mellon- and donor-funded Nexus program.
- Support additional assessment efforts that the Centers may need to undertake in order to strengthen their programs and the work they do in support of the curriculum.
- Working from their statements about what senior majors should have learned, expect faculty to continue asking how and where their majors learn those things and whether courses or curricula need changes.
- Help interested departments, programs, and individual faculty members make productive use of the results of Institutional Research surveys.
- Support pre-professional advising.

¹⁷ Introduction to Standard Four

- Continue, under the leadership of the APC, reviewing the structures as well as the content of the curriculum.

FACULTY STANDARD FIVE

DESCRIPTION

In 2006-2007, Mount Holyoke had 209 full-time and 33 part-time instructional faculty.¹⁸ Our instructional FTE, using the Common Data Set method of full-time plus one-third part-time, was 220. Other methods of counting faculty will produce slightly different numbers,¹⁹ but by any measure we have a present-and-teaching FTE of about 215, plus or minus a few in any given year. By present-and-teaching faculty we mean those on campus and in the classroom, counting visitors and not counting faculty on leave. With a student FTE of 2114 (the 2006-2007 CDS count), Mount Holyoke has a student: faculty ratio of 10:1.

We have 188.8 continuing faculty members, defined at Mount Holyoke as tenured and tenure-track faculty members in the three professorial ranks, plus lecturers and senior lecturers on continuing appointments. Of that number, 6.25 are currently serving in administrative posts.²⁰ This leaves about 182 teaching faculty, whose ranks are increased each year by a visiting FTE of 30 to 35. By division, we have 18 continuing faculty members in the arts, 46 in the humanities, 26 in languages, 49 in the sciences and mathematics, 44 in the social sciences, and 5 faculty members in “studies”: African American and African Studies, Asian Studies, Film Studies, Gender Studies, Latin American Studies. In addition to the instructional faculty, Mount Holyoke has 11 teacher/coaches in the Department of Physical Education and Athletics who hold the rank of Lecturer or Senior Lecturer.

Of the 209 CDS-reported full-time faculty, 54 (about a quarter) are individuals of color, and 105 (half) are women. Of our 190 tenured and tenure-track faculty, including a few on half-time appointments, 95 are women (50%) and 46 are individuals of color (24%).²¹ The faculty is also internationally diverse: over 30% were born abroad.

Over the past five years, we have made 39 new tenure-track appointments. Twelve are men; twenty-seven are women. Eighteen are individuals of color. Thirteen of the 39 are in the humanities, 6 in languages, 1 in the arts, 11 in the sciences, and 8 in the social sciences. Three have left the College, in each case because an offer from another institution made it possible to live with, or closer to, a spouse or partner.

¹⁸ This was the number reported on the Common Data Set Survey. Other CDS numbers for 2006-2007, and complete CDS surveys for the past nine years, are available on the Office of Institutional Research web site: <http://www.mtholyoke.edu/offices/enrollment/instrch/cds.shtml>.

¹⁹ Our 2006-2007 AAUP count was 205.

²⁰ Dean of Faculty, Associate Dean of Faculty for Science (half time), Dean of the College, Dean of Studies (half time), Director of the Weissman Center, Director of the Center for Global Initiatives (three-quarters time), Director of the Center for the Environment (half time), CBL Coordinator (half time), and Director of Academic Development (half time). Not in the 2006-2007 count is the half-time position of Faculty Admissions Fellow, new in spring 2007.

²¹ <http://www.mtholyoke.edu/offices/dof/12524.shtml>. The Spring 2007 issue of *The Journal of Blacks in Higher Education* reports that Mount Holyoke has the highest percentage of black faculty (9.7%) of the nation's highest-ranked liberal arts colleges. Haverford is second with 8.6%. None of the highest-ranked universities are above 6.8%. *JBHE*, 55 (2007), 67-68.

Our membership in the Five College Consortium brings additional faculty to Mount Holyoke, borrowed or shared, and gives Mount Holyoke faculty the opportunity to teach on one of the other campuses. Five of the faculty members holding joint Five College appointments are based at Mount Holyoke: the Director of the Five-College Early Music Collegium, a Senior Lecturer in Arabic, a tenured Associate Professor of International Relations, a visiting position in Film Studies, and a tenure-track Assistant Professor of Music. Faculty exchanges have ranged in number from 19 to 43 over the past five years, with 27 in 2005-2006. Of the 27, 19 were overtime borrowings, 6 were release-time arrangements, and 2 were straight exchanges. Loans per institution ranged from 3 at Amherst to 12 at the University. The range for borrows was slightly less: 1 at Hampshire to 9 at Mount Holyoke. Exchanges were in 13 different fields, with the greatest number (5 each) in History and Philosophy. In 2005-2006, Mount Holyoke lent 3 faculty members to Amherst and borrowed 1; exchanged no one with Hampshire, lent no one to Smith and borrowed 1; and lent 1 to the University and borrowed 7. These numbers only hint at the other kinds of exchanges going on all the time: faculty seminars; gatherings formal and informal of faculty with common intellectual and pedagogical interests; lectures on one campus attended by faculty from the others; and social events.

We have 25 academic departments and 14 interdisciplinary programs. Two of the academic departments, Astronomy and Dance, are Mount Holyoke sections of Five College departments.

Faculty members teach four courses a year, or the equivalent in lecture/lab combinations. Students take, as a rule, eight courses a year. With a student:faculty ratio of 10:1, this means that the College has an average class size of 20 and that a faculty member teaches, in theory, 80 students a year.

Faculty members are eligible for (and nearly always take) one semester of sabbatical leave at 80% of salary after every six semesters of teaching. The first pre-tenure sabbatical is paid at 100% of salary. Faculty who teach for twelve semesters without a sabbatical are eligible for a year at 80% or a semester at 100%. Faculty fellowships and grants are competitively awarded by the Faculty Grants Committee from an annual budget currently set at \$180,000. A fellowship is 10% of the average salary of faculty in the three professorial ranks; this sum is awarded as supplemental pay during 80% sabbaticals and is doubled for faculty who couple a semester of sabbatical with a semester of leave without pay. Faculty grants are awarded for a variety of projects such as indexing and other book production costs, travel to collections, or purchase of materials. All faculty are annually eligible for \$1200 in conference travel if they present papers or are otherwise on the conference program; faculty who attend but do not present are eligible for \$900. The Dean of Faculty has a small endowed discretionary fund for additional faculty support.

In a typical year, Mount Holyoke faculty members publish an average of 30 books, write more than 150 articles and scientific papers, many with undergraduate co-authors, and receive more than 40 major grants, over half for work with students. Among the national and international awards received by our current faculty are five NSF CAREER awards, a MacArthur Fellowship, four Guggenheims, a Pulitzer Prize, the Rome Prize, a National Book Award, and many Fulbrights. Research grants regularly come to our faculty from the NSF,²² the NIH, the NEH, and the ACLS. Faculty research

²² Here are the average research dollars (in millions, per year, for the years 2001-05) received from the National Science Foundation by selective liberal arts colleges. See <http://dellweb.bfa.nsf.gov/AwdLst2/default.asp>.

projects have earned grants in recent years from the Mellon, Luce, Ford, Freeman, Woodrow Wilson, Dreyfus and Teagle Foundations, the Howard Hughes Medical Institute, Hewlett-Packard, GE, DuPont, and the Carnegie and Research Corporations.

Procedures for appointment, reappointment, tenure, and promotion are spelled out in the *Handbook of Faculty Legislation and Related Information*,²³ known to most faculty simply as *Legislation*. The first sentence in *Legislation's* section on Faculty Rights asserts the academic freedom of the Mount Holyoke faculty to be in general accord with the stated policy of the AAUP. The College extends the principle of academic freedom to all faculty regardless of rank or term of appointment. The core statement on criteria for faculty evaluation reads as follows:

Effective teaching and growth as a scholar together constitute the prime criterion for reappointment and promotion. They should be regarded jointly, since effective teaching, especially continued effective teaching, depends in good part upon the continued scholarly growth and vitality of the teacher. Decisions on reappointment and promotion also should take account of the individual's demonstrated contribution to the life of the College, to the work of the department, and to the affairs of the larger community. But this consideration by itself is normally secondary. (Seven, II, 5)

Departments and programs hold annual conversations with junior faculty and triennial conversations with associate professors. Full professors are reviewed every five years. Departments and programs review their faculty members for tenure and promotion at intervals specified in *Legislation*, and make recommendations to the Advisory Committee on Appointments, Reappointments, and Promotions. The Advisory Committee is composed of five full professors, the Dean of Faculty, and the President. Members of the Advisory Committee make personnel recommendations to the President, who then transmits her own recommendations to the Education Committee of the Board of Trustees.

The general business of the faculty is conducted by department and program chairs, departmental and College committees, the collective faculty in its monthly faculty meetings, and the Dean of Faculty and the administrative staff in his division.

APPRAISAL

NEASC's Standard Five calls for assurance that "The institution periodically evaluates the sufficiency of and support for the faculty and the effectiveness of the faculty in teaching and advising, scholarship, service, and, as appropriate to institutional mission, research and creative activity. The results of these evaluations are used to enhance fulfillment of the institution's mission" (5.22). It is these questions of faculty sufficiency, support, and effectiveness that our appraisal seeks to address. We will focus especially on several important aspects of faculty life at Mount Holyoke that we are presently at pains to sustain or to rethink. These include the size of the faculty, the size of classes, teaching load broadly defined (including supervision of independent and honors

| | | | | | |
|---------------|------|------------|------|------------|------|
| Mount Holyoke | 1.45 | Amherst | 1.15 | Vassar | 0.59 |
| Smith | 1.25 | Bowdoin | 0.93 | Barnard | 0.52 |
| Wesleyan | 1.22 | Middlebury | 0.85 | Bryn Mawr | 0.45 |
| Williams | 1.18 | Haverford | 0.66 | Pomona | 0.42 |
| Carleton | 1.15 | Wellesley | 0.64 | Swarthmore | 0.42 |

²³ <http://www.mtholyoke.edu/offices/dof/leg/index.html>. See also print version.

work), advising, and support and recognition for teaching and research. Additional issues include faculty governance, faculty evaluation, faculty development, faculty hiring, new faculty mentoring, faculty retention, and faculty compensation.

The Plan for Mount Holyoke 2010 expressed the hope that **the number of long-term faculty** would grow modestly by ten to twelve FTEs with a corresponding decline in the number of visitors. When the *Plan* was written, we had 175 continuing faculty. With 182 in the present year, we have grown by seven. There remains, however, a pervasive sense that we have too few permanent faculty. Productive faculty members like ours take every sabbatical for which they are eligible, and frequently extend one-semester sabbaticals into a second semester of unpaid or grant-funded leave. The Dean of Faculty tries to approve every well-founded request for a leave replacement, but visiting faculty cannot help with the many responsibilities faculty have beyond classroom teaching, including advising and supervision of student research. The four positions we will gain from the Mellon “Centers of Excellence” grant will help enormously. In recent years, however, we have regularly had to turn down at least half of the requests—virtually all of them compelling and intellectually exciting—that departments and programs have made to the APC for new faculty lines.

A decade ago, **hiring** decisions were made by the Dean of Faculty in consultation with a committee formed for the sole purpose of advising the Dean on hiring. When faculty committees were streamlined in the late 1990s (a recommendation of the last NEASC visiting committee as well as our Faculty Conference Committee), the task of advising the Dean on faculty allocations was folded into the duties of the Academic Priorities Committee. Though this reform has measurably increased the spring workload of the APC, the shift has correctly and effectively housed decisions about hiring in the committee closest to the curriculum. The APC has taken this charge very seriously, beginning each spring allocations season with a close look at the numbers and the demographic profile of teaching faculty in every department and program. Departments deliver impressively conceived and carefully argued requests for new faculty lines; the four faculty members on the APC then meet to consider those requests in the context of department needs, college-wide curricular directions, and the priorities of the *Plan for 2010*. The APC may ask a department or program for clarification of its request, and it is not uncommon for the APC or the Dean of Faculty to ask a department or program to have an external review and submit a revised proposal taking account of the findings of that review. For the past two years the APC has published abstracts of position requests in the faculty meeting agenda materials, with an invitation for any faculty member to offer any comment on any request. At the end of its deliberations, the APC sends its recommendations to the Dean and President, usually in the form of a long document commenting on each request and putting them into high, middle, and low priority order. The Dean and President almost always ratify the APC’s ranking. They have not always been able to approve every search in the APC’s highest category, but they do not approve searches with lower APC rankings. This open and iterative process has led to a general sense that the positions we are searching for in any given year reflect the most pressing needs of the College.

Searches follow a set of general guidelines issued by the Dean of Faculty, as well as the local protocols of departments. Tenure-track searches are always national and not infrequently international. The search committee interviews a dozen or so candidates at disciplinary conventions and three to five on campus; every member of a department has a say in the selection of the final candidate; students are involved in searches and their views are crucial and sometimes dispositive. The Faculty Affirmative Action Committee is consulted about search procedures and advertisements, and FAAC members often meet with candidates. The Advisory Committee on Appointments, Reappointments, and Promotions assigns one of its members to every search and

meets with every candidate. The Dean of Faculty meets with every candidate, and the Associate Dean for Science meets with candidates for positions in the sciences and mathematics. Most searches end with a clear consensus about the top candidate. Some do not, and in those cases the hiring department must work its way through to a rank order. We usually land our first choice. When we don't, and when there is no strong consensus on the next choice, we will fold the search and run it again in the following year.

New faculty members are provided with a range of support. Start-up funding takes the form of lab and other set-up support in the sciences, and research accounts in the humanities and social sciences. The Clare Boothe Luce Fund generously supports up to five junior women scientists at a time. The junior sabbatical, as mentioned earlier, is paid at 100%. Teaching loads are calibrated carefully for new faculty, and they are given no formal advising or committee responsibilities in their first year.

In 2003, Mount Holyoke was one of the pilot participants in the Harvard Study of New Faculty,²⁴ a project designed to provide data on the satisfaction levels, and the frustrations, of new faculty at premier American colleges and universities. Our results were good: 97% of junior faculty at Mount Holyoke were very or somewhat satisfied with Mount Holyoke as a place to work, and our junior faculty were, in comparison with their counterparts at the other survey institutions, significantly more satisfied with their college as a place to work, with the number of courses they teach, and with the amount of time they have to conduct research. They wanted, however, more and better mentoring.

The Weissman Center had, in the year of that survey, just begun a monthly **mentoring** seminar giving new faculty a chance to discuss teaching, research, evaluation, and other topics in a setting outside their departments and away from the Dean's office. Other initiatives followed. Two junior faculty members ran a seminar on the balance between teaching and research in the sciences. An Acting Dean of Faculty experimented in 2004-2005 with pairings of senior faculty and new faculty. Although the formal pairings have not continued, senior faculty continue to look for ways to connect with new faculty. The Advisory Committee's subcommittee on teaching evaluations, for example, has recently proposed several ways of helping new faculty read and respond to their student evaluations. The Dean of Faculty's guidelines on personnel reviews, formerly sent just to chairs, are now on the web. Departments are taking increasing care to ensure that annual conversations with junior faculty are clear, complete, and thoroughly summarized in writing. We are also trying new approaches to conversations about pedagogy, conversations designed by and for the senior faculty as well as our newer teachers.

Teaching at Mount Holyoke is characterized by rigor, innovation, and uncommon attentiveness to students. Because every faculty member is evaluated in writing by every student in every course in every semester, we have a great deal of information about what goes on in our classrooms and how our students think our faculty are doing. Those in a position to read many of the evaluations over time and across a range of individual faculty members—department and program chairs, members of the Advisory Committee—know that our students consider themselves extremely well taught most of the time. Almost without fail, their evaluations describe teaching that reaches students where they are, while also stretching students far. Almost always, students report deeply committed teaching marked by high standards, effective pedagogy, and unflagging interest in their progress. Quite

²⁴ Now COACHE, the Collaborative on Academic Careers in Higher Education. See <http://gseacademic.harvard.edu/~coache/>

frequently, students say that faculty members challenged their thinking, opened their minds, and changed their lives.

There is room, nonetheless and always, for improvement. Two recent documents have drawn particular attention to two aspects of teaching in which we have great interest. One, the 2005 Report of the President's Commission on Diverse Community,²⁵ emerged in part from our awareness of academic preparation and achievement gaps along ethnic and national lines, and focused on ways of fostering a climate of achievement for all students. The Report asked that faculty members:

- Identify pedagogical strategies for diverse learners. Some groups of faculty, for example in the languages and the sciences, have undertaken conversations about creating a climate of achievement in their areas. We encourage all faculty to have similar conversations in faculty seminars, departmental retreats, workshops, and the like. Consider expanding the pedagogical palette to make ideas more accessible to diverse learners, and taking advantage of the rich resource that diversity may offer to strengthen academic engagement and excellence for all.
- Restructure introductory curricula to try to decrease achievement gaps. Science departments have begun to discuss ways to restructure introductory curricula whereby students with achievement gaps – undeveloped quantitative skills, weak high school background, unhoneed study skills – are given more opportunities to succeed. A number of approaches emphasize skill-building, intensify contact with faculty, and reduce class size. We strongly encourage all departments and programs to take up this work.
- Continue to create research opportunities for students.

The science departments are indeed leading this effort, with peer mentoring initiatives, summer bridge programs, and other interventions cited in Standard Four. Faculty in other departments and in the Centers are engaged in pedagogical development as well, as we will sketch out below.

The second document was a report issued in 2006 by the Advisory Committee's Subcommittee on Teaching Evaluation. This report made a series of recommendations about the culture of teaching at Mount Holyoke. It suggested ways to help new faculty understand their student evaluations and take steps to make good teaching even better. The chief recommendation of that report has already been implemented: in fall 2006 we began using a significantly changed form for student evaluation of teaching. Gone were the two forms—narrative and check-off style—which asked students somewhat leading questions about teaching. Now in use is a single form—entirely narrative—which asks students four open-ended questions about both teaching and learning. We have only a year's experience with this new form, but so far it seems to be drawing thoughtfully detailed comments from students. We have high hopes for its ability to help students and faculty think about the interconnection of learning and teaching, and the Advisory Committee intends to monitor its usefulness and propose adjustments if necessary.

A major issue for Mount Holyoke in the last decade has been the **teaching load**. By the end of the 1990s, the putative 5-course load—three in one semester and two in the other—had morphed into a 4-course load for most scientists, mathematicians, and psychologists, chairs of departments and chairs of all but the smallest interdisciplinary programs, a few faculty members who had received

²⁵ <http://www.mtholyoke.edu/offices/dcoll/12581.shtml>

offers of smaller loads elsewhere, and anyone else who could make a convincing case for a course release. Those left teaching three course semesters were concentrated in a few departments or were our newest faculty members. There were real and perceived inequities, and we risked losing faculty to colleges and universities where the load was 2/2. Equally importantly, we wanted to free some faculty time to develop and sustain even closer connections with students, connections that might support other College goals including support for underprepared students and retention of strong students. The upshot of two years of study and discussion was the APC's Report and Recommendation on the Teaching Load (2001), with its conclusion that 2/2 should become the new norm for the College. Over the 2001-2002 year, department and programs worked out transition plans with the APC, and by 2002-2003 the College had a nearly universal teaching load of 2/2, with course releases reduced almost to zero.

There is some call now, four years later, for a review of the impact of this change, or at least a study of current enrollment distribution across the faculty and the departments. There is no discernible appetite for a return to the 5-course load, but we want to be sure that new faculty lines are deployed where student enrollments—as well as the intellectual and curricular merit of the position—make the need most urgent.

As the APC's 2/2 report rightly insisted, teaching at Mount Holyoke includes much beyond the classroom: formal advising, informally talking with students outside of class (in the office, over coffee, on email), reading and responding to student work (papers, tests, exams, oral presentations, discussions on MHC's course management system "ella"), supervising independent study and honors research, reading drafts of senior theses and conducting thesis examinations, grading, writing letters of recommendation, developing new courses and refreshing the content and pedagogy of familiar courses, learning new technologies, and talking with colleagues about what works and what doesn't. In this last area—**pedagogical development**—faculty are asking whether we could do more. Examples of what we do now can be found in SAW and LITS, in recent discussions about advising, and in faculty seminars.

The Speaking, Arguing, and Writing Center (SAW) has from its inception offered pedagogy lunches, pedagogy workshops, and support for pedagogy through student SAW mentors and SAW assistants. The panoply of SAW offerings has sometimes been large and frequent, and sometimes smaller and infrequent, depending on the leadership of SAW staff. As mentioned in Standard Four, Mount Holyoke has been without a SAW Director for two years. Capable professionals have been filling in and offering good support to students and faculty, but there is no substitute for a continuing appointment made after a national search with wide faculty participation and strong faculty commitment to the appointee's success.. We have just made that appointment, and a Director will be in place starting in summer 2007.

LITS supports teaching in a host of ways: the library's print collections, electronic and print reserves for classes, course management tools, a foreign language resource center, the video resource center, study and meeting spaces equipped with the latest technology for individual and group work, the information commons, instructional support for classes, the Research and Instructional Support (RIS) liaisons to departments and programs, student tech and web mentors, a faculty resource center, a new digitization center offering support for converting and creating multimedia curricular material, and video conferencing facilities.

There is near-universal agreement that **advising** at Mount Holyoke could be improved, but we don't have consensus on how best to proceed. In the past decade, advising has undergone one major

change and a set of assessments, each assessment followed by exhortations to greater and more holistic faculty attentiveness to advisees. The major change was in who does pre-major advising. Prior to 2000, the Dean of First-Year Studies recruited a group of volunteer faculty advisers to the incoming class and gave each adviser ten or twelve advisees. Now every continuing member of the faculty (except those on leave and those in their first year) is assigned a few—usually three to five—first-year advisees every year. This system of universal faculty advising has spread the load around much more equitably than before, but it also means that every faculty member, whether dedicated to advising or not, whether available for the time good advising requires or not, whether familiar with the full curriculum or not, is an adviser to incoming students. As we saw in Standard Four, students are far more satisfied with advising in their majors, where they have some choice of adviser, than they are with advising in their first and second years. Study after study over the decade, beginning with the Committee on the First Two Years in 1999 and continuing through focus groups of students assembled to talk about advising just last year, has shown that Mount Holyoke students want more and better advising. More troubling still, the Diverse Community Commission Report and other studies suggest that we are not fully serving the populations we should be advising most closely: students with gaps in their high school preparation, students who are the first in their families to attend college, students who tell us how hard it has been to find an adviser supportive of their highest academic and career dreams. Faculty members have paid attention to these reports, but different faculty members may quite legitimately approach advising from different perspectives and with different strengths. Our approach to improving advising has two main components at present. Those administratively responsible for academic advising—the Dean of the College, the Dean of Studies, and the Class Deans, in consultation with the Dean of Faculty—continue to develop workshops and other opportunities for faculty to learn about the components of good advising. Secondly, we continue to develop additional advising mechanisms to support particular students with particular needs and interests. Pre-health advising, for example, is handled by a committee of faculty members with expertise in that area. The Career Development Center has expanded its pre-health and pre-law advising and support services. Faculty members advising international students, students of color, first-generation college students, and Frances Perkins students are backed up by other faculty and administrative staff who are particularly attentive to the challenges faced by such students. Advisers to entering students meet together at the start of the year, but the meeting is large and not always seen by faculty as a productive use of their time. Advising for majors is often assumed to be fine, at least relative to pre-major advising. But comments made by graduating seniors (some cited in Standard Four) suggest that students wish they had known more, in a more timely way, about requirements, course sequencing, study abroad opportunities, graduate schools, and career possibilities.

Faculty members with common teaching and research interests occasionally come together in **faculty seminars** funded by the Dean of Faculty or by the President's Innovation Fund. One or two faculty members design the seminar, secure the funding, line up participants, select readings and speakers, and meet monthly for a semester or year. Sometimes these seminars focus primarily on curriculum and teaching; sometimes they focus on research and scholarly or creative efforts; oftentimes they mix the two. Recent faculty seminar topics have included public writing, visual narratives, educational studies, science and society, Puerto Rican studies, health and medicine, teaching with the case study method, and architectural studies.

One large hallmark of teaching at Mount Holyoke (mentioned briefly in Standard Four) deserves emphasis here: the long-standing and vibrant culture of **student and faculty research** at Mount Holyoke. Many seniors do independent study projects (195 of 586 students in the Class of 2006 were enrolled in courses numbered 395—our independent study number), and many of those

projects turn into theses which are awarded graduation honors (71 of those 194 students graduated with department honors earned by thesis work and defense). A thesis or some other form of senior project is required in several departments, and a number of the science departments require majors not only to undertake research projects but also to present their results orally at an annual symposium. Several years ago, the Science Symposium was broadened to include research presentations by students in the social sciences, humanities, and arts. The renamed Senior Symposium is now a much-heralded and well-attended all-day April affair. In the weeks before the Symposium, the Weissman Center's staff offers critiques and assistance as seniors prepare abstracts for the symposium brochure and practice their presentations. On the day itself, faculty, underclass students, and family members fill half a dozen classrooms concurrently to hear the seniors report on their work. The Senior Symposium is the culmination of efforts that in some cases began as early as the summer before the first year. From that moment, when a small group of incoming students works with upperclass students in faculty members' labs, the faculty works to inculcate in its students an easy familiarity with research methods. Classes across the curriculum introduce students to the research methods of the discipline, including approaches to primary and secondary material in print and on line, protocols and reasons for citing sources, and ways of developing appropriate research questions and research projects. Faculty discuss their own research with students and are frequently assisted in their labs, studies, and offices by students.

Mount Holyoke's broad understanding of student research includes supervised independent work beyond the campus: in community-based learning courses, in field projects and internships, in learning opportunities—including but not limited to formal study programs—abroad. Whether a student is working in the biochemistry lab in South Hadley, or in Lebanon on an article for the Beirut *Daily Star*, the theme is the same mission-centered one: purposeful engagement in the world.

The strength of student research rests on an impressive culture of faculty research and creative work. The Mount Holyoke faculty has contributed to the advancement of knowledge for generations, but over the last decade we have been talking more—internally and externally—about the grants our scientists get, the books and articles our social scientists and humanists write, the shows and productions our artists, musicians, dancers, and theatre faculty mount. Mount Holyoke is one of about twenty institutions that can fairly be called research liberal arts colleges: selective colleges attracting strong students, whose primary mission is undergraduate teaching and whose faculty members are strong scholars and artists. These schools are characterized by fine libraries, labs, and technological support, small classes especially at the upper levels of the curriculum, and teaching loads that permit faculty to teach well in and out of class and to sustain research programs. They are marked by the belief that active scholars make powerful teachers. Faculty members wrestling with the rigors, accomplishments, and inevitable dead ends of their own projects tend to be both challenging and empathic in the classroom; senior faculty members who know what it takes to have a productive career are supportive of young faculty members who are working to get their own careers off the ground.

Two significant Trustee gifts to the College have underwritten seven years of research and teaching awards to a total of twenty-nine members of the faculty.²⁶ The annual public presentations of these awards, together with the monthly reports on faculty achievements prepared by the Dean of Faculty, have taken us a long way toward a goal of the *Plan for 2003* rearticulated this way in the *Plan for 2010*: “we need to continue to take every opportunity to showcase faculty work and to change our

²⁶ For a list of recipients and the citations read at the annual awards ceremonies, see <http://www.mtholyoke.edu/offices/dof/awards.shtml>

culture of understatement" (p. 9). Not every member of the faculty is convinced that scholarly understatement is a bad thing, but most would agree that the atmosphere of support and recognition for faculty work is a very good thing indeed.

The Mount Holyoke faculty periodically reassesses and makes improvements to its **review procedures**. Personnel reviews are thorough and well-documented: in addition to teaching evaluations and scholarly and creative work, departments and the Advisory Committee look at the annual Activities and Service Summaries requested of all continuing faculty members, and the reports on annual conversations held with all junior faculty members. By reappointment time, and certainly by the time of consideration for tenure, there is a full enough dossier for the reviewing bodies to be confident that they have a clear, fair, and thorough picture of the faculty member's work. Where there are lacunae in the record, our procedures allow, and in some cases require, the reviewing bodies to seek more information. All our procedures also give voice to the faculty member under review. He or she may attach written comments to teaching evaluations, for example, or record a differing view of an annual conversation. At tenure time the candidate contributes a statement on his or her current and planned teaching and scholarly projects. *Faculty Legislation* also provides for appeal of negative personnel decisions and provides a standing committee of the faculty for that purpose. Negative decisions have not been common in recent years. Mount Holyoke's practice is to hire with extraordinary diligence (and re-do searches rather than settle for less than the best), set the bar very high at reappointment, provide every opportunity to succeed throughout the probationary years, and expect—and almost invariably find—that faculty presenting themselves for the tenure decision will have a wide and deep dossier of excellent work.

Since our last NEASC visit, Mount Holyoke has added two forms of post-tenure review and explicitly tied such review to faculty support and development. Consideration of post-tenure review began in 1998 and continued through faculty approval in 2001 of a system of full professor reviews. Every five years a full professor meets with the Dean of Faculty and the chair of his or her department to consider teaching effectiveness, scholarly growth, and service to the College community. Two documents form the basis of this consideration: the chair's distillation of teaching evaluations from the past five years, and a letter from the faculty member taking stock of the preceding five years and outlining plans for the next five. The Dean of Faculty has conducted more than 50 of these conversations so far. While there has been no formal assessment of the impact of these full professor reviews across the College, there is evidence that the conversations help senior faculty put their work in perspective, restart postponed projects, and plan the next few years.

Also in 2001, the faculty instituted a regular schedule of conversations for associate professors. The impetus for these was the sense that a number of associate professors had languished in rank for many years without receiving (or perhaps receiving but not understanding) signals from their senior colleagues about how they were progressing toward promotion. At Mount Holyoke promotion to full professor requires that a portfolio of scholarly or creative work be sent to outside evaluators, as in tenure reviews, and some associate professors have needed time and opportunity to develop such a portfolio. The new associate professor conversations, held in the third year in rank and every four years thereafter, are intended to ensure that the department and Dean are as helpful as possible in providing such time and opportunity. Mount Holyoke has tried to take a position between two extremes we see in peer institutions: virtually automatic promotion to full professor after six or so years in rank, on the one hand, and on the other hand a promotion process so arduous that faculty remain in associate rank for well over a decade. Faculty standing for promotion to full professor after the standard period of five to seven years in rank are expected to submit evidence of teaching excellence and scholarly growth roughly analogous to that submitted at

tenure time. Faculty standing for promotion after a decade or more in rank are measured by the same criteria, but the Advisory Committee has been somewhat less insistent in recent years that teaching and scholarship show equal strength.

The smooth movement of faculty through the ranks requires **faculty support** and faculty development. We have considered pedagogical development in previous pages and noted that more workshops, mentoring, and other mechanisms need to be added to those already in place. Members of the Faculty Conference Committee have recently called for two additional forms of support: support for sponsored research, and training for those moving, or thinking of moving, into administrative work, including chairing.

The College has tried two different ways of staffing a sponsored research office. Until a few years ago, a member of the science faculty was released from half of his or her teaching duties to serve as Sponsored Research Officer. In 2001, we changed the model and appointed a full-time professional with responsibilities for continued service to the science faculty under the supervision of the Director of the Science Center, plus support for the social science and humanities faculty and some limited institutional research support to the Dean of Faculty. The scientists and some social scientists were very well served by both models, and some humanists were much helped by the second, but the plans for greater outreach to a wide range of humanists and other non-scientists fell short of expectation. The Sponsored Research Officer's position is now vacant. Temporary measures are in place to cover SRO duties while we consider the most efficient and effective way to support our faculty's ongoing efforts to secure extramural funding for their work.

Administration of faculty affairs is conducted by department and program chairs, departmental and College committees, and the Dean of Faculty. The Dean conducts a late-summer workshop for new chairs covering ways of structuring time, delegating work, deploying scarce departmental resources productively, helping the department function in something approaching harmony, and tending to the needs and work of individual faculty members. New Center Directors are mentored by those who served before them, and Centers as well as departments and programs have staff assistants to help ensure continuity in the operational work. The Dean of Faculty tries to find out who might be interested in more senior administrative posts at Mount Holyoke or elsewhere (the full professor reviews are good places for such information to surface), and he has tried various ways of circulating information about administrative openings and administrative training. We do not have a Williams-like record of producing half a dozen College presidents (unless you count our alumnae as well as our faculty), but the current president of Spelman came from our recent ranks, and there is certainly decanal and presidential material in our faculty if individuals want to pursue those paths.

Since the 1998-1999 restructuring of **committees**, the faculty has conducted its business through ten standing committees. Four of these are the traditional four major committees any self-governing faculty should have: a curriculum committee (APC), a personnel committee (Advisory), a financial priorities committee (Planning and Budget), and a student affairs committee (Multicultural Community and College Life). The last of these, the MCCL, is a large committee composed of faculty, students, and staff charged both with advising the Dean of the College and with oversight of policies governing College life, including the life of the College as a diverse community. Other standing committees are the Faculty Affirmative Action Committee (concerned chiefly with hiring), the Advisory Committee on Admissions and Financial Aid (presently restructuring its work under the direction of a faculty Admissions Fellow), the Committee on Appeals, the Faculty Grants Committee, and the LITS Advisory Committee.

Overseeing these nine committees is a tenth, the Faculty Conference Committee (FCC), which is the faculty's executive committee, its committee to appoint committees, its direct liaison with the Board of Trustees, its ombuds-committee, and the committee charged with setting the agenda and tone of faculty meetings. The FCC takes up issues brought to it by members of the faculty at large as well as its own five members. The issues are many and varied, but tend to fall into a few categories: faculty meetings and faculty governance, issues of importance to particular subgroups of faculty (support for new faculty, policies affecting lecturers and other non-tenure-track faculty, duties and compensation of chairs), faculty policies and procedures (evaluation of teaching), pedagogical matters (the honor code, classrooms, registration procedures), structural and administrative issues (department/program/center relations, duties of the Dean of the College, review of the Dean of Faculty), and benefits (retirement, health care, child care, mortgage policies). Of particular concern to recent FCCs has been the tenor and structure of faculty meetings, which many faculty view as having devolved in recent years into a series of administrative reports. Faculty impatience with administrative reporting does at least indicate that administrators are reporting, in detail and at length, as has not always been the case at the College. Nonetheless, there can be too much of this otherwise good thing. The FCC introduced the idea of devoting a large section of the agenda—between a quarter and half of the meeting—to a discussion topic or question not subject to Robert's Rules, or to a vote, or indeed to any clear decision of the aye or nay sort. This section of the agenda has in recent years moved to the top, so that faculty enter the meeting knowing that the topic chosen by the FCC will be first up for discussion. Old and new business follows, and only then the reports of the president, other faculty committees, deans, and other administrators. Reports given by individuals other than the President and Dean of Faculty are expected to be made in writing.

We don't think many other colleges have a faculty committee that meets at least annually, by board statute and faculty legislation, with a parallel committee of the trustees, and without administrators. Together the Faculty Conference Committee and the Trustee Conference Committee constitute the Joint Conference Committee, and either body can place any item on the agenda. Discussions tend to focus on the infrastructure of teaching and scholarship and the aspects of College life that make it possible for faculty members to do their best work. The Faculty Conference Committee also assists the Board in its regular evaluation of the President.

Periodically the Faculty Conference Committee and other members of the faculty become concerned about parallel governance: the creation of ad hoc task forces to do work that seems more properly to belong to standing committees. Major task forces since 2000 have included the Technology Task Force (2000), the Task Force on International Initiatives (2001—leading to the creation of the Center for Global Initiatives), the Campus Master Planning Committee (2002), the Ad Hoc Committee on the Future of the College (2003—leading to the creation of the *Plan for Mount Holyoke 2010*), and the President's Commission on Diverse Community (2005). In each of these instances, however, it is difficult to find a particular committee to which the question could have been assigned, so sweeping is the topic and so wide the range of people who needed to be at the table. The FCC has urged, with some success, a compromise position: that task forces should have a parent standing committee of which they are understood to be a specially constituted subcommittee, and/or a parent standing committee to which their report and recommendations are made.

Academic governance falls heavily to **department and program chairs**, supported by the Dean of Faculty and his staff. The duties, responsibilities, authority, and compensation of chairs have come under periodic scrutiny over the past decade, particularly after the 2/2 teaching load, long available

to most chairs, was extended to the full faculty. Some chairs have argued for a new reduction to three courses a year on the grounds that it is difficult to persuade faculty to serve in this role without an incentive. Other chairs have argued for compensation, either in dollars or in sabbatical time. There is modest compensation at present (\$1000 for chairing departments with three or more faculty lines, and \$2000 for larger departments and associate professors), and there are occasional modifications in sabbatical eligibility. The system is not perfect. Faculty members in a department or program either select their own chair or send individual recommendations to the Dean. When recommendations clash, and even when they don't, there is often a fair amount of deanly persuasion needed to convince a faculty member to accept a 2- or 3-year term as chair. Chairs perceive themselves to have limited authority and limited budgets, although some chairs have led quite extraordinary transformations in their departments over the course of their terms. The Faculty Conference Committee has produced a list of the duties of chairs (strategically entitled Duties of Departments and Programs, rather than Duties of Chairs, in the hope that non-chairing faculty will share the work). The list is daunting, and growing more so as administrative offices continue to push work out to chairs and administrative assistants. There is some tension, too, as talented faculty members think about the relative merits of chairing departments and directing Centers. Centers come with endowed funds, support staff, summer salary, and considerable creative freedom and authority. But Centers also come with larger, and much less easily delegated, administrative responsibilities. The cross-cutting department/Center connections have produced, as we noted in Standard Four, great intellectual and curricular excitement and programs. Those connections come, as we also noted, with tensions related not just to academic programming but also to faculty resources and governance. It's not clear that all such tensions can or should go away; sometimes they foster good work. But they need to be understood, and used to the advantage of people and programs.

Current discussions of relations between the academic program and the Centers replicate in some ways discussions of a decade ago about **departments and programs**. Faculty members charged with planning, staffing, and delivering courses for interdisciplinary programs sometimes felt themselves underserved, unsupported, and underappreciated in comparison with chairs of departments, who had faculty lines, larger budgets, and a first claim on what courses were taught. To begin addressing department/program tensions, the APC conducted a thorough study of programs at the beginning of the decade. The Committee learned that programs are of several sorts, and the several sorts have different challenges.²⁷ To lump programs together in perceived competition with departments was, the APC concluded, an oversimplification and overstatement of a problem. The APC made a series of recommendations that have, for the most part, been implemented. Two programs, Computer Science and Women's Studies, are now the departments of Computer Science and Gender Studies. Film Studies has closer ties with Art and has developed a Five College major. Department and program chairs talk with one another more, and earlier, about how to staff courses, and the Dean of Faculty has been responsive to requests for additional course coverage. Pressures do remain. A couple of program chairs still find themselves vying with departments, and now sometimes also Centers, for faculty energy and courses and for College

²⁷ The APC's program taxonomy had five categories: programs run by two departments with highly specific required courses and standard curricula (Biochemistry, Neuroscience and Behavior); large interdisciplinary programs with dedicated faculty lines, good support, and many majors (International Relations, Environmental Studies); interdisciplinary programs with some or partial faculty lines, and with course offerings that tend to be a packaging of many courses from across the curriculum (African American and African Studies, American Studies, Asian Studies, Latin American Studies); small minors associated primarily with one or two faculty members (Jewish Studies, Complex Organizations); and relatively small majors with committed faculty interest groups (Romance Languages and Literatures, Medieval Studies, European Studies, Critical Social Thought).

support. The History Department's recent self-study notes that nearly every member of that department either chairs, teaches in, or in some other way participates in programs and departments other than History: African American and African Studies, American Studies, Ancient Studies, Asian Studies, Complex Organizations, Critical Social Thought, Educational Studies, Environmental Studies, Gender Studies, International Relations, Latin American Studies, and Medieval Studies. The cost to a department's sense of having its own scholarly and pedagogical center can be high—and yet the benefits to the College's offerings and the faculty's vitality are enormous.

One approach to this tension is that taken by the new Department of Gender Studies, which has been structured to work with, rather than against, the interdisciplinary interests of our faculty. Three members of the regular Mount Holyoke faculty take three-year internal leaves to serve full time in Gender Studies, while being replaced by three-year visiting faculty members in their home departments. This innovative mechanism has yet to be fully implemented—the department is only two years old—but we think it may provide an alternative approach to the staffing challenges that frequently threatened the well-being of the former Women's Studies program. It remains to be seen whether this can or should be replicated with other programs.

The College has long tracked its **faculty salaries and benefits** against a comparison group of fifteen other small liberal arts colleges, with the Trustee-approved and *Plan*-endorsed goal of being in the middle of that group. Our position relative to that middle varies, but whether we are above or below it we are usually within a few hundred dollars of it. In fact, the sixteen schools fall into three clusters, and Mount Holyoke is generally in the middle or bottom of the middle cluster. The Faculty Planning and Budget Committee is charged with monitoring faculty salaries and advising the Dean of Faculty and Vice President for Finance and Administration on the size and distribution of annual increases. In recent years our main effort has been to raise salaries as significantly as possible at the lower ends of each of the three ranks, especially salaries of assistant professors, while not losing ground to our competitor schools in the upper ranges. Unlike the staff, where across-the-board increases are the norm, the percentage increase to faculty members can vary quite a bit. For example, in a year when the pool increase is 4%, individual increases can range from 2% for the most highly paid faculty members, to 6% or 7% for those at the lower end of our scale, with larger increases to those promoted from one rank to the next.

In 1998, the faculty considered and rejected a system of merit pay. For many faculty members, there are good qualities in the Mount Holyoke atmosphere which the absence of merit pay may help promote: a cooperative and mutually supporting faculty, productive in scholarship yet not competitive with one another. For others, merit pay is an idea whose time may have come. The *Plan for 2010* suggests that we might freshly consider it (p. 9). We do have two pockets of differential pay. In some disciplines—notably Economics and Computer Science—we simply must pay a higher salary to land a new faculty member, though we try then to raise others in the cohort. It has also been our practice to try to match outside offers made to our faculty. Universities have mounted a number of raids on Mount Holyoke faculty members over the past decade. The results can vary wildly. Five faculty members had outside offers in 1999-2000. All stayed. Nine had outside offers in 2000-2001. Eight left. We took comfort in the fact that most left us for major research and urban institutions with which we could not hope to compete: Harvard, Columbia, Penn, Yale, NYU. Each left for reasons that seemed sui generis and that involved not dissatisfaction with Mount Holyoke but better possibilities (graduate students) and a different way of life (urban or nearer a spouse) elsewhere. More recently, we have had two or three outside offers a year, and the year just ended (2006-2007 is shaping up to be one where the losses will be several and painful.

Mount Holyoke's benefits are competitive and generally sound. The College is alarmed, as are other schools, by increases in health insurance, but so far we have maintained a robust array of health plans from which faculty and their families can choose. The suite of benefits includes other standard offerings: disability insurance, life insurance, flexible spending accounts for health and dependent care, some dental coverage, and retirement (the College contributes 10.5% of salary, with faculty members contributing 5% of salary over \$25,000). The College offers two voluntary early retirement plans: an early retirement option available from ages 60 to 64, and a phased retirement option available for four years between ages 58 and 72. College-owned rental housing is available to faculty members in their pre-tenure years; a mortgage plan is also available. The College offers maternity, paternity, and adoptive leave of various kinds.

Faculty and staff children are eligible for various kinds of college tuition support. Younger children can attend the Department of Psychology and Education's laboratory preschool, the Gorse Child Study Center, which serves as an observation and study site for Mount Holyoke students. The nearby StonyBrook Children's Center was built by the College ten years ago with the understanding that it would be independently run and self-sustaining. The Center has, however, approached the College for support over the years. Childcare was an important topic for the community in 2006-2007. We are currently exploring the possibility of integrating child care and child study.

PROJECTION

Guided by Standard 5.22 on Institutional Effectiveness, our appraisal has focused on matters of faculty sufficiency, support, scholarship, and effectiveness. Along the way, we have located areas where we need to focus our efforts:

- Add the four faculty positions funded by the Mellon "Centers of Excellence" grant.
- Determine where those positions will reside, and respond to the regular annual requests for new tenure-track lines, after thorough APC review of curricular needs, intellectual merits, and enrollment trends.
- Continue assessing and improving the ways new faculty are mentored and supported.
- Monitor responses to the new teaching evaluation form to ensure that it serves faculty and students well.
- Implement more of the recommendations of the Diverse Community Commission with respect to teaching and learning (e.g., identify pedagogical strategies for diverse learners, restructure introductory curricular to try to decrease achievement gaps, continue to create research opportunities for students).
- Implement more of the recommendations of the Advisory Committee's Subcommittee on Teaching Evaluation.
- Review enrollment trends across departments and programs and consider implications for allocation of new faculty lines.
- Support the new Director of SAW.
- Continue efforts to improve advising.
- Continue support of faculty seminars.
- Staff the sponsored research function in a way that supports faculty across the curriculum.
- Move and keep faculty salaries at the stated level of the middle of our comparison group.
- Continue efforts to increase support for faculty research.

STUDENTS STANDARD SIX

ADMISSION: DESCRIPTION

Mount Holyoke currently enrolls approximately 2,100 students; new students are enrolled in both the fall and spring semesters. Aligned with our mission to “educate a diverse residential community of women,” the student body is extraordinarily diverse across multiple dimensions, and primarily residential. It is composed of 22% domestic ALANA students (African American, Latina, Asian American, and Native American) and 16% international students. The international students come from nearly 70 countries and more than half are students of color. In addition, through the Frances Perkins Scholars program for non-traditional students, we enroll approximately 150 students who range in age from 24 to 79. The vast majority of these Frances Perkins Scholars transfer to MHC from community colleges. We also enroll approximately 40 to 50 new traditional-age transfer students each year. Our students come from a wide socioeconomic spectrum: approximately 65% qualify for financial aid and more than 15% are the first in their families to attend college. Over 90% of our students live on campus.

The College has made exceptional progress in our admission program over the last ten years. Applications have grown more than 45%, resulting in the highest number of applications in the College’s history in 2007. This increase provided the context for increased selectivity and we have decreased the acceptance rate from 64% in 1998 to 53% for the fall of 2007. Our incoming classes continue to grow academically stronger. Consistently, more than 50% of our classes rank in the top 10% of their high school classes and the current mean GPA for the incoming class is 3.7. Our most valid indicator of increased academic quality, however, is our admission rating. All applicants are assigned an admission rating based on these criteria: high school record (rigor of program as well as grades and class rank, if provided); school report from guidance office; teacher recommendations; a graded paper from high school; two short essays and one long essay; extra-curricular accomplishments; and standardized test scores, if they are submitted.²⁸ 82% of the class of 2010 had an admission rating in our highest four categories (vs. 78% last year and 70% five years ago). The Vice President for Enrollment sends a written report to the faculty each fall that includes an analysis of the prior year’s admission results and a longitudinal summary of key admission benchmarks.

The College recruits globally, sending admission officers to 39 states and 15 foreign countries in 2006-2007. We visited more than 1,000 high schools and participated in hundreds of college fairs and other opportunities to speak to prospective students. While many of our peer institutions have reduced their high school visits, our data show that our relationships with high school guidance offices are strategically important. Also, we have engaged as many College constituents in the recruitment process as possible, including over 900 alumnae volunteers, numerous current students in structured and targeted outreach programs, and our athletic coaches. Currently we are giving

²⁸In 2001, following a comprehensive discussion across campus and the approval of the faculty and Board of Trustees, the College made standardized testing optional for admission. Deeply concerned about the exaggerated importance of SATs in the college admission process and questioning the fundamental fairness of the test, we changed our admission policy to better reflect the mission of the College and the educational values that characterize the campus. Supported by a Mellon grant, we have recently completed a five-year study to assess the impact of this policy change on both our applicant pool and the academic performance of the non-submitting matriculants. This report is included with supporting materials.

particular focus to faculty interaction with prospective students. This year the Dean of the Faculty is supporting a half-time Faculty Admission Fellow. The Faculty Fellow chairs the Faculty Advisory Committee on Admission and Financial Aid and, in addition to other duties, she has worked closely with the admission office to coordinate faculty outreach to prospective students.

We promote the College through print publications as well as the extensive content on our Website. Knowing that students are increasingly dependent on the Web for in-depth information about the College, we have invested in substantial Web development, including a comprehensive virtual tour and multi-media student profiles. All students profiled have been carefully selected to represent a variety of student characteristics including academic major, geographic diversity, co-curricular involvement, ethnicity, religion, political point of view, and special talents. We routinely share new print and Web materials with our current students to ensure that we are accurately representing the College and their experiences here to our prospective students and their families.

Each year our incoming classes are selected using a three-stage process. First, each application is read by two admission officers who independently assign an academic rating (1 through 9). Using these ratings in combination with a number of other important factors such as artistic or athletic talent, geography and ethnicity, legacy connections and financial aid required, we use regression analyses to develop a predictive model from which we can draw admission guidelines that will result in a class that meets our institutional goals for academic strength, special talents, diversity, and net tuition revenue. Finally, using these guidelines, a series of admission committees review the applicants and assign individual admission decisions. During these committee meetings, we also identify students who may need extra support or special advising if they choose to enroll at the College. This information is shared with the Dean of First-Year Studies the summer before the students' arrival so that these identified needs can be addressed as soon as the students matriculate.

Most years, we review the model for the admission selection process with the Faculty Advisory Committee on Admission and Financial Aid. Typically faculty do not participate in reading individual applications; however, over the last five years, we have re-examined with the faculty committee several aspects of the selection process, such as the evaluation of writing skill and science/math competency, using individual cases as examples. Further, to maximize our understanding of the connection between the admission process and student performance once enrolled, an admission officer participates in the Low Grade meeting, a regular semester review of students who are having academic difficulty.

ADMISSION: APPRAISAL

Our success in meeting our enrollment goals set out in the *Plan for 2003* and now the *Plan for 2010* has been achieved in a highly competitive post-secondary market with most of the trends unfavorable to small, non-urban, liberal arts colleges. National research and our own surveys show student interest in larger, urban, comprehensive, and, increasingly, public institutions. The College Board reports that only 2-3% of female students who take the PSAT indicate that they might consider single-sex colleges. Also, we know that, overall, the number of high school graduates will begin to decline in 2008 and those areas that will still see some growth – such as the West and Southwest – will graduate largely first-generation students of color who are less likely to be headed to private, liberal arts colleges in the Northeast.

The report of the Faculty Planning and Budget Subcommittee on Admissions and the Financial State of the College, presented to the faculty in 1995 and discussed in 1996 as a precursor to the *Plan for 2003*, argued that Mount Holyoke could sustain fiscal viability as a women's college. The enrollment patterns over the last ten years have shown this to be true. In 2003, at the request of one of the members of our Board of Trustees, we re-examined the data and determined once again that benefits of remaining a women's college far outweighed the disadvantages, and that we could maintain financial equilibrium as a single-sex institution. Students at women's colleges continue to constitute a significant portion of the enrollments at the national selective liberal arts colleges; in 2005, 33.1% of all women graduating from the top-30 liberal arts colleges graduated from women's colleges.²⁹ In 2006, the average number of female applications submitted to the coed colleges in the Consortium on Financing Higher Education (COFHE) was 3,178; for the COFHE women's colleges it was 3,436. In the same year, Mount Holyoke attracted more applications from young women than did Carleton, Swarthmore, and Trinity. Our primary competitors continue to be the other COFHE women's colleges, specifically Smith, Wellesley, and Bryn Mawr. All of the Sister schools have experienced sustained growth in their applicant pools over the last five years.

Our admission work has been focused, strategic, and data-driven. Over the last ten years we have commissioned several external enrollment and marketing studies including studies on non-applying inquirers, enrolling and non-enrolling accepted students, and focus groups of prospective college students. We are meticulous in our own data collection, which includes comprehensive tracking of inquiries, applicants, and accepted and enrolling students. Sharing this data with COFHE allows us to assess our own performance relative to our peers and to respond to trends within our sector. We also administer the Admitted Student Questionnaire (ASQ) every summer. Results from this survey help us understand why students do or do not choose Mount Holyoke and how they perceive us relative to our competitors. The win-loss ratios generated through this ASQ analysis provide another measure of our progress.

As we do our analyses of our admission profile, three areas of particular challenge emerge. First, recruiting and enrolling qualified ALANA students is a high priority for Mount Holyoke. We have invested significant resources in staff, travel, and outreach programming and, while we have made some progress, we continue to be disappointed in the number of applications we have attracted from academically qualified African-American and Latina students. Yields on these admitted students are also significantly lower than on our domestic Caucasian or international students. Second, while our incoming classes get academically stronger each year, we would like to have a higher yield on our top-rated students. Over the last three years our average yields on our 1 and 2 rated students is 21%, compared to 34% for our 3 and 4 rated students. Finally, completely counter to many of our COFHE colleagues, we have little difficulty attracting qualified students from lower-socioeconomic backgrounds. Since the College is committed to meeting full financial aid eligibility for those students we admit, we will only be able to reduce our discount rate if we can attract a greater number of students who require less financial support. The complexity of these challenges is heightened by an applicant pool that is over 25% international because our international students are characteristically academically excellent students with high financial need.

ADMISSION: PROJECTION

In the current highly-competitive academic market, achieving the enrollment goals set forth in the *Plan for 2010* will require that we continue to employ strategic and innovative marketing and

²⁹ Based on 2005 IPEDS data.

recruitment practices in the following ways:

- Highlight our identity as a women's college; it is a critical differentiating characteristic in a market of undifferentiated co-ed liberal arts colleges. As the oldest women's college, we benefit from the prestige of the Seven Sisters/Women's Ivy League association.
- Vigorously promote our documented student outcomes and work to connect prospective students to our powerful alumnae network.
- Engage faculty more purposefully in the recruiting process through the efforts of the new Faculty Admission Fellow position and assess results of this approach.
- Maximize the use of technology to reach our prospective students and applicants, both through interactive Web applications supported by our student information system as well as comprehensive and ongoing development of the College's Website.
- Increase outreach to ALANA students, including strengthening our relationships with community-based organizations. The College will be hosting a national conference this year for institutions that support students of color and first-generation students in finding the pathways to selective colleges.
- As part of the Centers of Excellence Mellon Grant, work with the faculty to implement the Nordoff Scholars program to attract and enroll high ability students.
- Implement the Jack Kent Cooke supported community college transition program with Holyoke Community College as well as increase outreach to other community colleges.

RETENTION AND GRADUATION: DESCRIPTION, APPRAISAL, PROJECTION

The College's average first- to second-year retention rate is consistently 92-93% and our five-year graduation rate hovers around 80%. While this is a stellar record by broad national standards, we lag slightly behind the COFHE women's colleges and more significantly behind the COFHE coed colleges on both measures. As much as possible, students are interviewed by the academic deans' office when they withdraw. The reasons students cite most frequently for why they are leaving the College are "social climate" (including single-sex, non-urban environment and distance from home) and family financial circumstances. Only rarely do academic issues precipitate voluntary withdrawal. Follow-up with individual cases indicates that financial concerns have somewhat less to do with insufficient financial aid and more to do with perceived value, as families struggle with the cost/benefit analysis of sending their daughter to a private, liberal arts college. The vast majority of students who withdraw from the College transfer to other four-year institutions (many larger, public, and closer to home) and go on to graduate.

To enhance our understanding of our transfer-out patterns, in 2006 the College commissioned outside consultants to help us better analyze who leaves. We created a longitudinal data file for all first-year students entering between 1999 and 2005 that included multiple student characteristics, such as academic variables, financial need level, ethnicity, student satisfaction survey responses, distance from home, and so on. Using these data, the researchers developed a profile of those students who transferred out and, using regression analysis, they built a statistical model to predict how likely a student is to leave. Predicting likely-leavers early on will help us target and establish priorities for our retention efforts.

The study produced many valuable findings. Race and ethnicity alone do not appear to be predictors of retention, and international students are retained at the highest rate. With the exception of international students, however, increased distance from home is negatively correlated with

retention. In-state students and students from suburban environments are retained at higher rates. Students with alumnae connections, varsity athletes, and students participating at a moderate level in religious activities are also more likely to be retained. On satisfaction surveys, students more likely to leave expressed greater dissatisfaction with residential life, social life, sense of community, and availability of classes. Given the fiscal challenges the College faces, we were disappointed to learn that students demonstrating low or no financial need are more likely to leave. On the other hand, we were gratified to see a substantive increase in retention from first-year to sophomore starting in the fall of 2002 when the First-Year Seminar classes were introduced, and pleased also to confirm that our current admission rating model is positively correlated with graduation rate.

STUDENT SERVICES: DESCRIPTION

Student services at Mount Holyoke embody every facet of the College's mission of educating a diverse residential community of women at the highest level of academic excellence and fostering the alliance of liberal arts education with purposeful engagement in the world. The term "student services" might suggest a customer service model, with an emphasis on satisfying student demand. However, ours is not that. Because of the centrality of our educational mission, the College actively pursues an educational model for all of its work with students. Our goal in every case is to provide through education what students need, which we hope, but do not expect, will always coincide with what students want.

The re-structuring of the Dean of the College (DOC) division in 2002, as part of the *Plan for 2003*, reflects our commitment to an educational model. At that time the dean's position was re-centered on the academic program, with the dean, drawn from the tenured faculty, given charge of curricular innovation like first-year seminars, given broad oversight of curricular and co-curricular affairs, and placed on the Academic Priorities Committee. To create space for these possibilities, the Career Development Center was placed under the supervision of the VP for Enrollment. More recently, at the beginning of 2006, a Dean of Studies position was reinstated to supervise our academic deans and take responsibility for administering academic regulations.

Student academic achievement is therefore developed and supported across most areas of the College. The faculty is at the front line of this support, and it is there that the College puts the bulk of its resources. We front-load much our focus on academic achievement toward students' first year. The Dean of First-Year studies collaborates closely with Admissions in assigning faculty advisors to new students. A new program of student peer academic advisors helps incoming students prepare for faculty advising, and both peer academic advising and faculty advising are built into Orientation, along with Orientation programs that focus on academic preparation.

Our first-year seminar program is strongly encouraged but not required. These seminars, of which there were forty-three in the 2006-07 academic year, typically enroll about 85% of the first-year class. They provide small-enrollment writing and discussion based classes that are focused on specific disciplinary issues, but aim to orient entering students toward intellectually mature ways of approaching significant issues. Some of these seminars are residentially based, with all students in a seminar living in the same residence hall. To the extent possible, instructors of first-year seminars have first-year advisees who are enrolled in their seminar.

Mount Holyoke is one of the most diverse colleges in the country, notable for its international diversity,³⁰ the diversity of its faculty,³¹ and the diversity of its economic class.³² We work hard to reap the educational value of this diversity, and to support our diverse student learners. The Fall 2004 report of the Presidential Commission on Diverse Community (DCC report) focused solutions to campus concerns about racial climate on strengthening the climate for academic achievement for students of color, with the expectation that all students would benefit from its recommendations. Consequent to the DCC recommendations, we created the positions of Director of Academic Development (half-time), Coordinator of Multicultural Affairs (full-time), and Director of Diversity and Inclusion (half-time). These positions work together to promote the recommendations of the DCC by advancing a climate of achievement for all students; raising the breadth and depth of understanding among all students of issues of race, gender, culture, and opportunity; and improving the campus climate for learning and public discourse. The DCC significantly worked to imbed its recommendations broadly across the entire College so that these positions could support efforts, but not shoulder primary responsibility for them, a responsibility that rests more broadly with the faculty, students, and staff. An Inclusiveness Innovation Fund, created on recommendation of the report, provides support to students, faculty, and staff for a variety of programs and initiatives that advance the goals of the report. The Multi-Cultural Community and College Life Committee, a standing faculty/staff/student committee, maintains attention to the goals of the DCC report, and a newly launched website (<http://www.mtholyoke.edu/offices/inclusive/index.shtml>) publicly tracks our progress on the DCC recommendations.

In support of these ambitions to promote high academic achievement among all students, we have a range of special programs. High among these is a focus on student research, with recently expanded opportunities for support for summer research, and a continuing commitment among faculty to creating and supporting research opportunities for students. During the 2004-2006 academic years, an average of 228 students received Mount Holyoke endowed or grant funding for summer research projects, including significant numbers who are students of color and/or international students. In Spring 2006 we inaugurated our Senior Symposium, building on our highly successful Science Symposium, with 85 students presenting independent research projects in a day-long symposium, and with audiences that ranged from ten to seventy. In addition, a February Awards-Day ceremony highlights students with high academic achievement, students who had significant accomplishments outside the classroom, and the young alumnae winners of our Mary Lyon award for high achievement.

Much of the focus of the DCC report centered on advising and mentoring. Our system of faculty advising engages almost all continuing faculty (faculty in their first year are exempted), and faculty advisors are, with rare exceptions, members of the continuing teaching faculty.

³⁰ Mount Holyoke has the second highest percentage of international students in the country among 4-year liberal arts colleges – 16%.

³¹ Mount Holyoke has by far the highest percentage of Black faculty (at 9.7%) among the top liberal arts colleges and universities in the country, and at last study the second highest percentage of tenured Black faculty. ("Black Faculty in Higher Education: Still Only a Drop in the Bucket", *Journal of Blacks in Higher Education*, 2006 (http://www.jbhe.com/features/55_blackfaculty.html), and "Black Tenured Faculty at the Nation's Highest-Ranked Liberal Arts Colleges, 2005", *Journal of Blacks in Higher Education*, Research Department.

³² Mount Holyoke is regularly in the top six among COFHE schools in percentage of students with Pell grants, percentage of students with family income in the lowest national quintile, percentage of students with family incomes less than \$50,000, and percentage of students with family incomes less than \$200,000.

Behind the faculty, our next lines of support for student education are the academic deans, the Dean of Students' office (including the residential life system, student programs, multicultural affairs, and disability services), Health and Counseling services, the Religious and Spiritual Life office, the Career Development Center, and the athletic program. The Student Financial Services office and the Public Safety Department provide essential infrastructure, and in their delivery of services they, too, are directly involved in educating our students. Standing with all of these efforts are our centers: the Weissman Center for Leadership and the Liberal Arts, the McCulloch Center for Global Initiatives, the Center for the Environment, and the Science Center.

We approach the needs of students collaboratively. This is perhaps best exemplified in our weekly public safety meetings, which bring together directors of public safety, health and counseling services, residential life, student programs, with the Dean and Associate Dean of Students (who directs disability services), and the Dean of the College. This group reviews events of the week with an eye to debriefing how they were handled, creating collaborative solutions, and exploring policy and protocol needs. Often solutions involve collaboration among many of these groups, together with academic deans, and sometimes require recruitment as partners (with students' permission) of students' parents.

Academic Deans: The class deans provide one-on-one support for students whose challenges outstrip faculty support (including students with attentional and learning difficulties), often requiring teamwork among instructors, the health and counseling centers, and disability services. In addition, class deans organize events for their classes that help students plan their trajectories coherently and connect their academic work to them. These events typically involve significant collaboration with the Career Development Center (CDC), the Alumnae Association, and the Associate Dean of Students.

Residential Life: As recently as 1997, the College had professional residential life staff living in each of our eighteen residence halls, and three-meal dining service in each. The former arrangement was abandoned as an artifact of an older *in loco parentis* model of college life that additionally was not financially sustainable. We wished too to create a structure in which student residential life staff positions could be a leadership training arena, and in which students could claim greater ownership of their residential communities. We have now moved successfully, though not without challenge, to having three live-in professional staff who cover all the residence halls, supported by eighteen student hall presidents and sixty-seven floor student advisors (who also provide peer academic advising).

Our residential character is a core part of our mission, with 93% of our students living on campus. This allows spillover from the classroom into the residence halls, and allows faculty to expect considerable group work outside of class. Our residence halls are currently at maximum capacity, and in recent years swing space and floor lounges have been claimed to house students. Residence hall staff work not to fix problems, but to teach students how to solve their problems. In many cases this approach takes more time – mediation, meetings, and a lot of patience – but it carries more educational value.

Dining Services: There have been significant changes in on-campus dining since the last self-study. At that time there were thirteen kitchen and eighteen dining rooms, with full dining in virtually every residence hall. In the past ten years, we have reduced the number of dining locations, added the renovated and expanded Blanchard Campus Center to the board plan, added two dedicated grab-and-go locations, and introduced a branch of a local coffee shop into the library. This new approach

provides more variety, longer and more flexible hours and more choice generally. The Dining Services staff also work closely with students who have special dietary needs – from providing extensive vegetarian and vegan dishes, to managing our kosher/halal dining hall, to assisting students with food allergies and sensitivities. The department's website provides extensive information on menu items, including nutritional information and whether dishes contain ingredients that might be of concern to some students, such as nuts, shellfish, or meat. Dining Services has a long history of environmentally responsible practices, including recycling, waste reduction, and composting. A more recent initiative is the expansion of its use of locally grown food, in concert with the Five Colleges.

Student Programs: With three professional staff, this office supports many student programming initiatives, implements the College's major programs (including Friends and Family Weekend, January Term, entertainment and film series, and major concerts), supports over 175 student organizations and the student governance system, and runs Blanchard Campus Center and Chapin Auditorium, our principal large-event space. Student Programs provides, along with the Weissman Center, one arm of our development of student leadership. In many cases Student Programs, with its emphasis on the educational purpose of events, helps create a space between the privilege of free speech and the cost of offensive speech. Often this involves guiding student-initiated events and displays and sometimes it involves intervening, when student-initiated events or displays seem destined to create heat but not light.

Multicultural Affairs: The Director of Academic Development works with faculty on curricular and pedagogical reform, and collaborates closely with the Coordinator of Multicultural Affairs, who oversees our five cultural houses, works closely with student cultural groups in creating educational programs for cultural heritage months and other visible celebrations of our diversity. They both work closely both with individual students and with student groups to identify areas of need, especially for students of color, and to marshal resources needed to address those needs.

Disability Services: Our associate dean of students also takes primary responsibility for disability services, and works with approximately 130 students annually, 77% of whose disabilities have currently been documented for accommodation under ADA. In addition a part-time Associate Dean for Learning Skills works with about 120 students annually who have documented attention deficit disorder or learning disabilities. In both cases the goal is to accommodate within a framework that encourages the student to learn to take responsibility for managing her own disability. To the extent possible they seek solutions of "universal design" that will be of benefit to all students. Both the number of students with accommodation under ADA, and the severity of their disabilities, are increasing significantly, challenging our ability to provide the services that are legally mandated, the services that we think these generally talented students need and deserve.

Health Services: Our health services operate under the direction of a nurse practitioner who has deep experience with health services in a college environment. She works with a staff that includes the College physician, two nurse practitioners, additional nurses, a health educator and an alcohol and drug counselor. Urgent care is available 8am-11pm seven days a week, with scheduled appointments 44 hours/week. On-call support is available 24/7. In a typical year 80% - 85% of students visit the health center with an average of 3.8 visits per student. Drug and alcohol counseling provides essential support for those students who need it, and complements the work of the Dean of Students and the academic deans. Health Services emphasizes its educational work, through community based health education, student peer education groups, support for student

EMTs, sponsorship of programs and talks, and in its daily practice of medicine. Student surveys routinely show strong satisfaction rates well over the 90% mark.

Counseling Service: The counseling service operates under the direction of a licensed psychologist who has wide-ranging clinical experience, and is staffed with a mix of licensed psychologists and social workers, psychologists working toward licensure, post-docs, and clinical graduate interns. Typical of women's colleges, the service sees approximately 1/4 of the student body every year. By graduation, nearly 60% of a class will have been seen in the counseling service. In addition Counseling engages in community outreach, and general consultation with parents, faculty, and staff who need help in dealing with a student mental health issue, and provides 24-hour on-call support to professional staff who are assisting students. Operating within an eight-session per year limit that was instituted a few years ago to avoid a waitlist that had grown to 25 students, they also refer students out to a network of local therapists. The emphasis is, of necessity, on short-term therapy for urgent-care needs.

Religious and Spiritual Life: With its emphasis on multi-faith dialogue, Eliot House (as our office of religious and spiritual life is known) is increasingly serving as a model for religious life departments elsewhere. Under the direction of its new dean (who arrived in July, 2007), Eliot House will continue to bring together the work of four College chaplains (Catholic, Protestant, Jewish, Muslim), and additional religious advisors (Buddhist, Hindu, Pagan/Wiccan, Bahá'í, Unitarian/Universalist). In conjunction with educational programs that emphasize ethical development and social justice, and services that celebrate multiple faith traditions, there is an emphasis on bringing together different faith groups to explore convergences and divergences, and to pursue common work, including service to the campus and the world beyond. In this vein our collaborative Kosher/Halal dining center opened poignantly on September 12, 2001.

Orientation: New students arrive in September and in January, and in each case take advantage of an orientation program that operates intensively for four or five days, with additional orientation events taking place over the course of a month. Orientation serves as an introduction to both the aspirations and the minutiae of college life, works to model for students how they can take advantage of the opportunities provided by what for most will be an unfamiliarly diverse community bound together by its educational goals, and aims to introduce students to new ways of thinking that embody the hopes of a collegiate community. Its blend of curricular and co-curricular themes both illustrates and initiates the integration of the educational mission into all aspects of student life. The hallmark of our orientation is its nucleus of small-group events, in which new students strike out, and repeatedly circle back to their small groups for activities and discussions led by two experienced upperclass students. We also have two pre-orientation events, one for ALANA/multiracial students and one for international students. Orientation assessments regularly yield high marks from students.

Public Safety: Public Safety, staffed by twenty-two full and part-time officers, six dispatchers, and support staff, operates 24-hours per day, 365 days per year. In January, 2005 it became the first college force to be accredited in Massachusetts (and the fifteenth of any force to receive accreditation). Although Public Safety reports to the Vice President of Finance and Administration, it works in close collaboration with the Dean of the College, Dean of Students, Health and Counseling Services, Residential Life, and Student Programs to ensure both that students, faculty, and staff are protected, and that the educational goals of the College inform its work. Its annual Cleary Act publication, *Safe and Sound*, shows a campus that is quite safe, but one that needs to continue its vigilance. In addition to its ongoing internal training programs, this year the entire command staff of

the public safety department joined with student services staff in an anti-bias training program created by the Anti-Defamation League.

Career Development Center: The mission of the Career Development Center (CDC) is “to help students assess, articulate and apply their Mount Holyoke and life experiences to a lifetime of meaningful opportunities.” We view the function of the CDC as particularly aligned with the College’s mission to “foster the alliance of liberal arts education with purposeful engagement in the world.” The CDC views this process as developmental and aims to engage students in career-related exploration, skill development, self-reflection, and experiential learning opportunities throughout their four years. Incoming students are introduced to the CDC during the fall orientation program. Approximately 40% of the student body visits the Center each year, and many hundreds more participate in CDC-related activities on- and off-campus as well as take advantage of the increasing number of services online.

In conjunction with academic advising provided by the faculty and deans, the CDC endeavors to help each student create a coherent curricular and co-curricular plan that reflects her interests and competencies and will prepare her for a lifetime of changing career opportunities. We have adopted the three Cs – Clarity, Competence, and Connections – to describe the developmental path that is facilitated by the services in the CDC.³³ The CDC is currently in the pilot phase of the Pathways program, which is a four-year, developmental, class-based “curriculum” designed to help students achieve Clarity, Competence, and Connections. Building on student and staff evaluations, the program will be revised and fully launched in AY2007-08.

The work of the CDC is comprehensive and organizationally divided into two areas: 1) experiential learning and recruitment, and 2) graduate and professional school advising (including fellowships and scholarships). The activities organized by this structure include self-assessment, career counseling, workshops, internships, on-campus student employment, career programming for academic departments, employer relations, on- and off-campus recruiting, law and medical school preparation and advising, scholarship and fellowship preparation and application, and alumnae networking and career programming. The CDC has a particularly strong working relationship with the Alumnae Association of the College. Along with many other collaborative efforts, the Association staff provide access to the alumnae database through LifeNet and have established an E-mentoring program. In addition, they support both our pre-law and pre-med advising programs and co-sponsor the Lyons Network Career Leadership Programs. The CDC participates in documenting student outcomes through the annual administration of the Six-Month Out Alumnae Survey and routinely tracks our graduate and professional school statistics.

Athletic Program: The athletic department sponsors 14 intercollegiate varsity sports and eight competitive club teams. Approximately 16% of our students participate on an intercollegiate athletic team. We are NCAA Division III members and also compete as part of the New England Women’s and Men’s Athletic Conference (NEWMAC). Student-athletes typically have strong academic records, and all financial aid awarded to student-athletes is based solely on need. We also offer our

³³ *Clarity* speaks to helping students establish career goals through self-reflection in order to identify their own values, interests, strengths, and weaknesses. *Competence* describes a range of skills necessary for success in pursuing a job or graduate school, such as interviewing techniques, cover letter writing, resume development, and career-related research. And *Connections* includes choosing key opportunities (internships, research projects, study abroad, etc.) to enhance and support career goals as well as connecting with the rich resources provided by our alumnae.

students the opportunity to participate in intramural-recreational sports throughout the year and provide numerous programs to encourage and support fitness and active, healthy lifestyles.

Student Financial Services: The Student Financial Services Office is a merged structure created in 2004-2005 to better address the financial needs of our students and their families; that is, to improve customer service, create efficiencies, and facilitate cross-training of staff. The office encompasses financial aid, student billing and collections, and student/parent financing (loans and repayment plans). The office has worked diligently for the last two years to make online access to information a reality for students and to use technology to help streamline cumbersome processes. Comprehensive documentation of student financial aid policies and practices can be found at <http://www.mtholyoke.edu/offices/sfs/5597.shtml>.

Our overall goal in Student Financial Services is to make a Mount Holyoke education affordable for all students accepted to the College. Our financial aid program is primarily need-based (see Standard Nine: Financial Resources) and we are committed to funding students' full eligibility as determined by a combination of Institutional Methodology (IM) and Federal Methodology (FM). We endeavor to keep our student loan levels reasonable and comparable to our peers. Domestic students must reapply for financial aid each year and the College will make adjustments to respond to changes in family circumstances. International students, however, are informed that their original family contribution (FC) will remain the same for all four years. If students have a significant change in family circumstances within a given awarding year, they may appeal in January for a change in their financial aid for that academic year.

It is our intention to help educate our students to be financially independent and fiscally responsible. All bills, student account correspondence, and financial aid awards are addressed directly to the student. In addition to the financial aid and student account information now online, we have four student financial services specialists and four assistant directors available to help students and their families manage their applications, awards, loan processing, and other aspects of financial planning. Student Financial Services also works closely with admission, the Registrar, the Deans' offices, and Residential Life to determine enrollment eligibility each semester.

Policies Pertaining to Students: College policies and information for students are published at least annually in the *Student Handbook* (now published online at <http://www.mtholyoke.edu/cic/stulife/handbook/>). The *Handbook* includes, in addition to policies governing the details of student life, overarching statements of the College's mission, of the rights and responsibilities of students in an academic community, and of the ethical standards that govern our lives together. In many cases language that appears in the *Handbook* is reiterated in the *Catalogue*, in *Faculty Legislation*, and in other College publications (including the *Plan for 2003* and the *Plan for 2010*). Over the past few years, student services staff have improved coordination of responses to student disciplinary issues, and have sharpened and clarified our overall policies and protocols. These improvements include our parental notification policy, our implementation of FERPA, and our bias-incident protocol.

Since the College began in 2006-2007 to publish the *Handbook* online only, we will begin in Fall 2007 to issue separately and directly a compilation of notices that law requires to be provided directly to students.

The College complies with all federal and state requirements for handling records, and in many cases holds to stricter internal policies. For example, although our health and counseling services

are not subject to HIPAA, student health records are protected scrupulously and information in them is not shared even with the Dean of the College without release from the student (except in cases of immanent and serious danger to a student's health or safety).

Central among College policies is our Honor Code, a code of conduct created and adopted by students, and endorsed by faculty. Stated simply, "I will honor myself, my fellow students, and Mount Holyoke College by acting responsibly, honestly, and respectfully in both my words and deeds." The Code governs both academic honesty and conduct outside of classes. The *Handbook* spells out the expectations of the Code in more detail. Outcomes for most violations concerning academic dishonesty are determined by faculty in consultation with the Dean of the College; for rare second offenses the Dean of the College acts in consultation with the faculty member. Reports of violations not concerning academic dishonesty are dealt with either by the student Council for Student Affairs (and under procedures ratified jointly by students and faculty) or by the Dean of Students. The Honor Code is affirmed by new students in a ceremony that marks the transition from Orientation to the first day of classes. It is widely, though not perfectly, respected, and many students note it as one of the factors that significantly influenced their decision to attend Mount Holyoke.

Registrar: The Registrar's office joined the Enrollment Division in the spring of 1998. It necessarily also remains closely tied to the Dean of Faculty and Dean of the College offices. Working collaboratively, we have made significant progress over the last five years. Via the implementation of Datatel's integrated student information system, Colleague, we have transitioned from a cumbersome manual registration system to a robust and sophisticated technological infrastructure that supports advising, online registration, grading, partial degree audit, student access to unofficial transcripts, reporting, student, faculty, and interoffice communications, and many other functions for our campus constituents. This year we implemented online registration for the Five College Consortium Interchange. We continue to upgrade the system and maintain our commitment to maximizing self-service opportunities, increasing our capability to provide data for decision-support and strategic planning, and providing high quality customer service. We annually track student satisfaction levels through both the Enrolled Student and Senior surveys. In 2006, 90% of students reported their satisfaction with the Registrar's office as being either "generally satisfied" or "very satisfied."

Other major responsibilities of the Registrar include implementing faculty legislation, managing the development of the College's print and online course catalogue, creating the academic calendar, maintaining the integrity and security of the students' records, completing IPEDS, providing transfer credit evaluations, and certifying students for graduation. The Registrar attends Faculty Meetings, serves on the Academic Administrative Board and the Classroom Committee, and frequently participates in the Faculty Academic Priorities Committee. We have recently appointed a new Registrar who, working in conjunction with the Deans, is undertaking a review of many key academic policies and practices. She also has plans to conduct student focus groups. Perhaps the biggest challenges facing us this year are (1) mapping the relationship between Datatel and the current online course catalogue database/Web application and (2) improving the interfaces with several other system partners, such as ella, the online tool for instructional support.

STUDENT SERVICES: APPRAISAL

Our ongoing assessment of how well we achieve our institutional goals is assisted greatly by a significant body of institutional research. This includes surveys that articulate who our students are

(Admitted Students Questionnaire, CIRP survey), and broad satisfaction studies (Enrolled Student Survey, Five-College Cycles Survey, Senior Survey, and Alumnae Survey). The latter surveys also contain outcome data. In addition to these broad surveys, most student service areas routinely survey students to evaluate their work and programs broadly, and also to evaluate the effectiveness of specific events, training programs, and so forth. Finally, the *Plan for 2010* itself articulates a set of goals against which we can measure ourselves, and mechanisms for assessing our progress.

All of these tools are fed back into the cycle of setting goals and planning their implementation. Additional studies can supplement these assessments, providing additional data and direction. The DCC report is a good example of how a study can provide both an assessment of how we are doing, and recommendations for future goals and directions. In addition, the DCC report itself was informed by a 2001 Mellon-funded study of the relationship at Mount Holyoke between race and academic achievement, student satisfaction, and student engagement.

As an institution we have high expectations of ourselves. We convey these expectations to students, who reflect them back in their own expectations of us. There is an ambiguity, therefore, in interpreting comparative satisfaction data: do higher satisfaction rates reflect a better environment, or lower expectations? Our longitudinal satisfaction studies show between 1998 and 2002 a broad down-trend in satisfaction, both general satisfaction with students' education, satisfaction with advising and some academic measures, and with administrative, enrollment, and student support services. In most cases this trend takes the form of a shift during that period from highly satisfied students to merely satisfied students, with little change in the number of students indifferent or dissatisfied. This down-trend is then reversed by an up-trend from 2002-2006, and by 2006 we tied for 3rd among the 31 COFHE schools in overall satisfaction with undergraduate education. In many of the areas we care about most, satisfaction is among the very highest of COFHE schools.³⁴ Although it is difficult to interpret these trends confidently, we take them seriously and work to identify and address causes. In most categories and in most years the satisfaction rates at Mount Holyoke mirror those at the five COFHE women's colleges. This is on one hand reassuring and a reflection of the good company we keep, and on the other a challenge to redouble our efforts as in the past several years we are increasingly distinguishing ourselves even in this distinguished group.

During the past five years we have made good progress, especially in areas that we have identified as priorities. The DCC report urged a significant focus on advising, teaching, and mentoring. With the leadership of the Director of Academic Development, a series of faculty seminars and workshops have helped further to raise awareness and to stimulate or energize initiatives in pedagogical and curricular reform, especially in the sciences. (See <http://www.mtholyoke.edu/offices/inclusive/index.shtml> for an extensive survey of initiatives aimed at implementing the goals of the DCC report.)

In addition, a number of faculty workshops have focused on academic advising, using a video the College created that brings directly to faculty the voices of students and alumnae discussing their experiences with advising and the impact of advising on their development. The creation in January

³⁴ Among the 31 COFHE colleges and universities, satisfaction with the course of instruction is second in humanities and arts and in social sciences, and first in engineering (we don't have many engineering students but they are very satisfied). On the other hand it is eleventh in the sciences. Satisfaction in the major field is second. Self-assessment of whether they are stronger in important skills (like effective writing, ability to acquire knowledge on one's own, ability to identify moral and ethical issues) places Mount Holyoke either first or second in 15 of the 25 areas surveyed, and in the top quintile in 20 of the 25 areas.

2006 of a half-time Dean of Studies position has made it possible to work more comprehensively toward enhancing advising.

The *Plan for 2010* articulates our aspiration to "educate the whole student," to view the student's education developmentally, and to connect the curricular and the co-curricular. These goals are embodied in most of what we do, and the focus on finding educational opportunity in every corner of students' lives infuses this report. Many of our initiatives aim to create dialogue, as opposed to debate, in which learners must not only rebut others' views, but take account of them in developing their own. Our approach to roommate problems, in which warring parties are urged to work out issues themselves, with help if needed in mediation, is a good example from residential life. It is also seen in our new Day of Listening program, a new "Taboo" series of conversations, the Intergroup Dialogue Project, a Making Class Visible initiative, our weekly multi-faith lunch series, even the way we deal with first offenses of the honor code, and in countless other places.

More generally, our work to engage differing perspectives for their educational value is the foundation of most work in the classroom, beginning especially in our first-year seminars; it infuses the work of the Speaking, Arguing, and Writing Program and the broader work of our Centers. The need to approach students developmentally inspired a collaboration of academic deans, Dean of Students' staff, the Alumnae Association, the Career Development Center, and student leaders, to map out developmentally the changing needs of students as they progress through college, and to develop a series of class transition events that help students assess and extend (or re-direct) their trajectories. These include a first-year resources fair, sophomore orientation, sophomore retreat, junior banquet, and senior fair.

The transition from having eighteen dining centers to a regionalized dining system, with six dining centers (including our new Blanchard Campus Center), was both necessary, given the increasingly high cost of such a decentralized approach to dining, and desirable, given the expectations of prospective students for variety and flexibility and to encourage students to connect more broadly with one another outside of their residence halls. Although it was unpopular with alumnae and with significant numbers of students, it has now been accomplished successfully, with nearly half of our students eating at Blanchard daily, and appreciating the flexibility of not only expanded hours but also the chance for students from different residence halls to eat together opportunistically or by design. While enforced in-residence dining, conceived in an era of a much more homogeneous population and its face-to-face non-electronic culture, fostered a distinct sense of community, the new system better serves our diverse student body in which students don't dine with the same residential group every evening. We continue to seek ways to create what was best about that more static sense of community within the context of our diverse population of students who reconfigure themselves daily.

The *Plan for 2010* identified the need for a new residence hall to allow us to renovate more systematically our current living space, and to create space that supported a wider variety of residential modes. A study done in 2003-2004 identified the programmatic goals for such a residence hall, and the new hall is currently being built, to be ready for students in Fall 2008. The new hall will be used as swing space, to allow us not only to repair, but also to de-densify our residence halls, with an ultimate student body size slightly smaller than it is now, but with more, and more modern, space. The resulting configuration will address deferred maintenance issues, eliminate most crowding, and offer a much greater range of housing options.

A 2003 reorganization of Health Services calved off the Counseling Service, which now reports directly to the Dean of the College, from the rest of Health Services. This has proved invaluable in a climate, reflected nationally, in which increasing numbers of students with significant mental health concerns are able, with support, to succeed in college. This reorganization has facilitated the development of a team approach toward students who are, in most cases temporarily, challenged by the demands of life at Mount Holyoke. Health and Counseling continue to show very high satisfaction ratings despite the ongoing pressures of serving large proportions of the student population.

Orientation has in the past three years been pruned and focused on institutional goals. Additional academic sessions have re-centered the program on preparing students to claim their education in the context of the rich range of co-curricular opportunities available to them. Other sessions have concentrated on the DCC's objective of engaging all students in realizing the educational value of our exceptional diversity. Program goals are now more clearly the responsibility of the Dean of Students' office, and are implemented by an ambitious student orientation board. Student satisfaction with orientation is very high.

One of our goals has been to work with students to improve the effectiveness of the Student Government Association (SGA). In 2002-2003 turnout in elections had declined to as low as 5% and SGA was having difficulty recruiting qualified students to participate in SGA. In 2005, SGA developed in collaboration with administration a model for student input into College decisions that has proved remarkably effective. Under this model, proposals that would significantly affect students are brought for discussion to the student senate, which then brings them to "talk-backs" in the residence halls. Discussion at the talk-backs is summarized by hall senators, and the resulting summaries are compiled by SGA and presented to administration. Not only has the sense of collaboration between students and administration been enhanced, participation in SGA elections has risen to 50%. In addition, Student Programs has worked with SGA to improve its training for leadership. We continue this work with the belief that a strong student government is essential both for bringing student voices constructively and effectively into institutional decision making, and for developing public discourse on campus.

To support our goal to prepare our students for a successful transition from college to the world, it is our intention to provide a demonstrably effective and highly relevant career development program. In 2004, we used two approaches to evaluate the quality of our career-related services. First, the Office of Institutional Research conducted focus groups in order to collect qualitative data describing our students' experiences with and beliefs about the CDC. And second, we invited an external group of career development professionals to evaluate the staff and programs in the CDC. Over the past two years, we have used the findings from these two studies to help us set priorities and guide our programming. In addition, we routinely add CDC-specific questions to our annual Senior Survey in order to keep current with students' career-related experiences as they are transitioning from the College to the workplace or graduate school.

The most important themes that emerged from these CDC assessments fell into three broad categories. First, of obvious importance is integrating the work of the CDC with other critical constituents of the College, particularly faculty and alumnae. The external review committee suggested a number of approaches in this area, including assigning staff as liaisons to specific academic departments and programs. They also urged us to consider creating a faculty advisory committee to the CDC. To date, we have been more successful with the former than the latter.

Second, the studies found that students had many misconceptions about the role of the CDC. Some students believed that the CDC was mainly for juniors and seniors and that the programming was focused on a limited set of professions. They also told us that the CDC was far enough from central campus to make it a chore to use the services. We have used multiple approaches to address these barriers. Current career peer counselors have implemented a marketing campaign to attract students to the CDC and to highlight self-assessment, life-planning, and decision-making activities for first- and second-year students. In addition, the Pathways pilot program has introduced a four-year, career skills “curriculum” that will be supported by multiple Web-based resources and tracking capabilities. Counseling services are also being provided at the Information Commons in the library and many of the career-related programs, especially those involving alumnae, are held in a wide variety of venues on campus. In addition, successful efforts have been made through our academic program liaison to help students learn about the broad range of career options that are associated with a single major. To date, we have been most successful with this approach in science-related fields and we intend to expand these efforts to all the disciplines.

The third area of concern was the degree of alignment between the broad institutional expectations for the CDC and its staff and the operational resources available to meet these goals. The staff are well aware of the importance of their work to the future success of our students; however, they are pulled in many different directions and struggle to provide substantive programming while at the same time meeting the increasing demands for individual counseling. For example, to improve our professional school admission and enrollment rates, we recently reconfigured our staffing to strengthen professional school and graduate advising as well as fellowship and scholarship preparation. This means that we have had less capacity to address other critical areas, including internships, recruiting/employer relations, and discipline-specific programming. It is also important to note that we are working hard to maximize the student employment program, both on- and off-campus. Toward this goal, academic and administrative departments have been encouraged to create administrative internships and other career-related opportunities to provide students with substantive professional learning experiences while in school.

STUDENT SERVICES: PROJECTION

Most of our broad goals have been articulated in the *Plan for 2010* and the DCC report. While we are pleased at the considerable progress we have made, there is much to do. The Mellon Nexus grant creates an enormous opportunity for students to plan their curricular and co-curricular trajectories more holistically, and to bring multiple resources together toward that end. Many faculty members have long been doing this work with many students, but the Nexus program will add structure, support, and recognition to the enterprise. Students will be able from the beginning to develop around a nuclear set of interests. They will be able to tie classroom work, Nexus projects, and work with peers into a mutually supporting framework. Nexus also has the potential to strengthen academic advising. Consequently Nexus offers the prospect of advancing simultaneously many of the goals of the *Plan*. One of the significant challenges we face is to understand better the advising needs and opportunities of Nexus and to find ways for already over-committed faculty to engage students around those opportunities.

While we have made considerable gains toward improving pre-professional advising, we need to do more. Notably, much of our progress has come again through Mount Holyoke's unusual ability to collaborate, an ability nowhere more in evidence than around pre-professional advising. A Mellon grant allowed release of half of an Alumnae Association staff person to work with the Dean of the College's office. She has collaborated with the CDC, with new faculty chairs of pre-health and pre-

law faculty committees, and even with interested trustees, in creating programs, networks, and resources, and in drawing additional faculty into these efforts. We have already started to improve our admissions statistics, and the satisfaction of students with the support they are receiving. But much work remains in this area.

We will be continuing to strengthen students' understanding and appreciation of our honor code. We have had good success with the few students who violate the honor code, and an extremely low rate of second offenses. We recognize, however, the need to make the honor code more visible, more cohesive, and to be sure it is situated at the conceptual center of our understanding of ourselves as members of an academic community.

The ongoing challenge and opportunity of harvesting for all the full educational value of our diversity will continue to be at the center of what we do. We have made much progress; but so long as the encircling social structures embody threads of discrimination, exclusion, and oppression, there will be much work to do at home. We have come far in imbedding these goals into the fabric of the College. But that very success requires continuing effort that the goals not be lost to view, and that we continue to feel our commitment to them. This too will continue to occupy us.

Institutional Effectiveness

Institutional research regularly provides information about how effectively we meet our students' needs and the College's goals. Data from surveys about demographics, satisfaction, and outcomes are supplemented by operation-specific evaluations across the campus and measured against the range of goals articulated in the *Plan for 2010*.

Each year we also routinely analyze internal data to better understand areas such as matriculation, persistence and graduation patterns, registration behavior, classroom usage, and the effectiveness of our financial aid programs. These analyses provide the background for necessary changes in both policy and practice as we work toward our institutional goals. We also use these data to produce an annual set of benchmarks that we share with the Board of Trustees and make available on the web. In addition to the data analysis done in our administrative offices, such as the registrar and admission, a faculty member in the economics department helps us with our admission and financial aid projections using regression analyses and econometric modeling. He also provides support for various ad hoc research projects such as an analysis of the costs and benefits related to our large international population. The continuing cycle of evaluation and planning across all functional areas keeps us attuned to the evolving characteristics and needs of our student body and helps us deploy our resources as effectively as possible.

LIBRARY AND OTHER INFORMATION RESOURCES STANDARD SEVEN

Introduction: Ten Years of Change

The past ten years have been a period of remarkable change for library and other information resources and technologies at Mount Holyoke. A decade ago, the great migration of periodicals, indexes, abstracts, and reference materials to electronic form was well under way. Online library catalogs extended the range of works available to scholars through inter-library borrowing. Computers and networks had become ubiquitous on campus. The first generations of students who did not need to be taught how to use electronic technologies were arriving at the College. And while technology and its effects on instruction and learning, library services and materials, college business processes and daily life on campus were not new, their cumulative effect called for new awareness and adaptations in how the College would address them.

In 1997, Library and Information Technology Services (LITS) was still a new organization on campus and a new and relatively rare concept for this college and among peer institutions. The essential innovation represented by LITS has been to combine the College's substantial resources in library, computing, media, and electronic services under the auspices of a single organization.³⁵ Convergence was the guiding concept: information technology was giving students, faculty, and staff access to unprecedented quantities of information; the library faced the challenge of assisting the community to evaluate and use those resources while applying technology to support its continuing mission as the steward of printed information.

Mount Holyoke formed LITS in order to develop a cogent set of services, an infrastructure, and an organization of professional staff to assemble benefits of joined library and technology resources and expertise. The College's vision for library and technology resources is expressed in the Library and Information Technology Services (LITS) *Strategic Plan*,³⁶ which dates to December 2004. This document is in turn informed by the College's *Plan for Mount Holyoke 2010*³⁷ (2003). The *Strategic Plan* sets a vision of self-sufficiency for the campus community, a foundational concept unifying many specific goals.

Our goals are to both support and educate our community in the use of technology so that users grow in their technological savvy and independence while getting the assistance they need to meet their goals...

Information technology cannot be seen as owned and controlled by LITS. It is an integral part of campus culture and daily work. The role of LITS is to lead and enable the growing uses of information technology throughout the campus...

In 2005, Mount Holyoke won the "Excellence in Academic Libraries Award" from the Association of College and Research Libraries. This award is the result of an annual competition in the ACRL's college libraries category. The College was cited for leadership and teamwork in combining

³⁵ See the LITS Mission Statement (<http://www.mtholyoke.edu/lits/7628.shtml>) for an extensively itemized set of goals.

³⁶ See <http://www.mtholyoke.edu/lits/7801.shtml>

³⁷ See http://www.mtholyoke.edu/cic/about/plan/The_Plan_for_2010.pdf

computing, library, and media services and for its design of new learning spaces and services. This recognition from a prestigious peer group has been a substantial encouragement to LITS.

In the most recent years, information technology and its convergence with the library have received a higher degree of awareness at the College. Prospective students (and their parents) ask more questions now about the information technology environment. Each year, faculty uses of technology in instruction increase, new sources of information come into use in the curriculum, and reliance on traditional library sources and services remains very high. Senior administrators and the Board of Trustees have devoted special meetings to information technology and have endorsed the LITS *Strategic Plan*. Information technology and the library are now seen as fundamental services critical to almost every aspect of life at the College.

DESCRIPTION

Resources

The library's current collection exceeds 740,000 volumes, including more than 1,600 periodical subscriptions, 1,800 e-periodicals, 250 reference databases, 18,000 e-books, and 70,000 texts in the Early English Books Online collection. In addition, Mount Holyoke students, faculty, and staff have borrowing privileges and use of reference services at the libraries of Amherst, Hampshire, and Smith Colleges and the University of Massachusetts at Amherst. The holdings of the Five College consortium libraries exceed six million volumes.

Mount Holyoke subscribes to many of the electronic sources of information that have become standard for scholars. These include: ArtStor, JSTOR, Naxos Music Library, Historical Statistics of the United States, Science Direct, New York Review of Books (articles from 1963 to the present), and the U.S. Congressional Serial Set—to cite but some examples from collections development annual reports of the past two years.

In the 2005-2006 academic year, the Archives and Special Collections department was visited by 967 researchers who consulted 188 rare books and 8,064 boxes, folders, and volumes of archival materials. The department acquired 234 accessions and created online finding aids for 18 collections, which are co-located with the online finding aids of the other Five College consortium members.³⁸ In the age of electronic access, unique archival materials can reach wider audiences through their online presence.

Interlibrary loan (ILL) was enhanced in 2003 by addition of the ILLiad online software to make self-service easier for Mount Holyoke community members who request interlibrary loans. Interlibrary loans to Mount Holyoke have decreased slightly in each of the last three years. The College remains, however, among the top twenty net-lender academic libraries in New England.

Mount Holyoke's instructional technology rests on a base of standard, high-quality hardware and software. The College owns approximately 1,900 computers and supports another 2,000+ student-owned machines. Among the College's computers, ninety percent are Windows/Intel devices, primarily from Dell; most of the remaining ten percent are Apple Macintoshes. All the College's computers are supplied with the Microsoft Office suite. There are ten computer labs with 300 computers and eighty computers in residence halls—four per hall. Lab computers have additional,

³⁸ The entire list of Mount Holyoke Archives and Special Collections finding aids can be found at <http://asteria.fivecolleges.edu/findaids/mountholyoke/list>.

specialized software appropriate to their primary uses or the academic disciplines they support. There are approximately 300 hundred College-owned printers.

The campus network has 5,300 active accounts, which include College alumnae. Inactive accounts are locked but retained to permit later reactivation.

Since 1997, the whole campus has been provided with wired connection points in all academic, student, and administrative buildings. Academic and administrative buildings are already provided with wireless network. Installation of wireless network for all residence halls and some outdoor areas is currently under way, with anticipated conclusion within twelve months.

Although the College does not mandate computer ownership, 95% of the students in residence halls register at least one computer. Of these, 92% are laptops and 30% are Macintoshes.

The Media Services group is responsible for planning and support of technology in classrooms. Each year it upgrades approximately twenty-five classrooms and meeting spaces for media and computer usage. It also adds several (approximately six) classrooms and other spaces to the College's stock of information-technology equipped facilities. The Director of Media Service is a crucial member of the College-wide Classroom Committee.

The centerpiece of Mount Holyoke's electronic environment for learning is the LITS web site. LITS is committed to using technology to further its mission as information provider, resource for learning and scholarly assistance, and support for technology on campus. Much of the information used in preparation of the Standard 7 responses can be found online via the LITS pages.

New Programs and Services

Important initiatives begun at various times in the past decade have resulted in new services, outreach, and student work and learning programs. The College's *Plan for 2010* sets a goal to "encourage faculty to infuse information literacy across the curriculum and provide appropriate support for faculty research and course development." In response LITS has worked with a faculty focus group to identify needs such as evaluation of scholarly resources in the electronic age, use of multiple information retrieval tools, and understanding critically the current system for the production and dissemination of knowledge.

The Digitization Center, created during the 2005-2006 academic year, assists faculty and students in creating multimedia instructional materials. Its main function is to support Mount Holyoke's curricular needs by converting and creating digital multimedia instructional materials. Electronic reserve materials are scanned and posted. Scanning for web, instructional, and archival uses are done here. Streaming audio and video materials are also produced in the DigiCenter.

Mount Holyoke has adopted Sakai as its learning management system (LMS), replacing WebCT. Sakai, too, is of a newer generation of software—bringing better and easier to use functionality than was available in WebCT. Sakai is open source software, which greatly reduces the acquisition cost (free, plus consulting services to install, configure, and train). The choice of Sakai also positions the College well for key developments anticipated for this LMS: integration with portfolio-management software and with digital collections technologies and interfaces.

The library catalog and administrative support functions have migrated during the 2006-2007 academic year from Innovative Interfaces to Aleph (Ex Libris). This system (and the migration project) are managed consorcially via Five Colleges, Inc. and hosted on servers at the University of Massachusetts. Aleph was selected by the consortium members in large part for its flexibility to accommodate "a measure of independence in the management of and presentation of each institution's resources while promoting economies and efficiencies whenever possible."³⁹

The College has been connected to Internet2 since 2003, providing faculty and students with access to large remote databases, scientific equipment, and computing resources at research facilities world-wide. Mount Holyoke was among the early small-college adopters of I2 service, aided by a grant (2002) by the National Science Foundation. I2 is an important part of the College's ability to participate in the most advanced aspects of information technology.

Staff

The sixty-nine LITS staff members are a distinguished group in their qualifications, professional development, and quality of performance. Eighteen LITS staff have MLS or MLIS degrees. Another three have PhDs; one has a JD; and eight have masters in fields other than librarianship. The CIO and Director of LITS (who holds both MLS and a Masters in Information Technology) was on leave for the 2006-2007 year as visiting professor in the College of Imaging Arts and Sciences at the Rochester Institute of Technology. The Director of Access and Technical Services is a 2002 graduate of the Frye Institute.

The staff are organized into the following groups:

- Administration
- Access Services (includes Circulation, Reserves, and Interlibrary Loan)
- Administrative Computing
- Archives and Special Collections
- Collection Development
- Community Technical Support
- Library Technical Services
- Media Resources
- Networking
- Research and Instructional Support

The focal point of the library/IT merger is the Research and Instructional Support staff. The twelve members of RIS provide the reference services function of traditional library staffs and also the services of an educational technology group in a traditional IT organization. They also each serve as liaisons to academic departments for library and information technology topics.

There are three staff in Administrative Computing, whose major focus is web support. Another half-dozen staff in various LITS groups have substantial web skills and make contributions to the LITS web presence from wherever they reside in the organization.

Student Workers

At Mount Holyoke student workers figure importantly in LITS services and in an institutional commitment to the development of information technology skills for students as set out in the *Plan*

³⁹ From the final report of the Integrated Library System Selection Committee, 2004.

for 2010. LITS has approximately 100 student workers working in Access Services (including circulation desk), Community Technical Support, Research and Instructional Support, Administration, Archives and Special Collections, and Media Resources. The renovation of the Dwight Corridor facilities is intended in part to support LITS's commitment to development of its student workers.

The RIS staff is supplemented in instruction by Tech Mentors, who are assigned to provide follow-up or project assistance to faculty.⁴⁰ Tech Mentors are encouraged to attend classes of the faculty they are assigned to assist and to discuss pedagogical objectives with them. Often Tech Mentors are able to suggest technological options to meet instructional needs: they are not just technical assistants.

Student Web Technicians (Swebtechs) provide fellow students training for web-related topics, Excel, and Powerpoint. They also hold drop-in, two-hour sessions three times per week. Their web expertise includes: Dreamweaver, Photoshop, scanning, video-editing, and web page design.⁴¹ In the 2004-2005 academic year, Swebtechs offered 102 workshops to 593 participants in support of information literacy and web development projects across the curriculum.

Spaces

Two spaces within the library buildings complex have been reconfigured recently to help accomplish the blending of library and IT identities. The Information Commons is a site for collaborative work, teaching, and study and serves as a major service point for LITS. The Info Commons offers soft furniture, numerous electrical outlets, and strong wireless access to the network—features conducive to collaborative work. More than a dozen LITS staff have offices within steps of the Info Commons and are on call to assist with technical or resource questions.

The library's courtyard inside its main entrance was renovated as a space dedicated to research, reflection, and collaboration—with tables and chairs, a coffee shop, leisure books, wireless network, and a large-format closed-caption television monitor.

The summer of 2007 will see the renovation of computer labs in the "Dwight Corridor" section of the library complex. These will be developed as spaces for collaborative work, digital video production and support, digitization services, and individualized support for faculty and students with IT projects.

Planning

The College's planning is carried out in several modes. The annual operating and capital budget cycle provides the planning mechanism for major initiatives for each year. LITS leadership are key participants at an institutional level in both processes as members of the Senior Staff and Capital Projects Group. This planning is further assisted by discussions in two deliberative forums: the LITS Advisory Committee and the Enterprise Technology Steering Committee. LITS also maintains an internal chart and document to track projects of all sizes.

⁴⁰ See <http://www.mtholyoke.edu/lits/7892.shtml>

⁴¹ See <http://www.mtholyoke.edu/lits/8284.shtml>

The Strategic Plan is the central element for all planning within LITS. It derives its main points carefully from the College's *Plan for 2010*. For each topic it addresses, it discusses the current situation, planning issues, and five-year plans.

Financial Support

The College's financial support of library and information resources has been strong and consistent, appropriate to the institution's needs. LITS has a staff of 69 and an operating budget of \$8.40 M, which is 8.7% of the College budget and includes technology replacement costs and library acquisitions. Split into the traditional categories of library and IT (still important for inter-institutional benchmarking), 35 of the staff positions support IT, 34 in library and LITS administrative functions. The budget splits are 4.2% for technology and 4.5% for library.

Capital allocations for LITS-supported technology have been substantial. The average for the past four years has been \$1.46 M.⁴² Capital projects have featured space transformations, particularly in FY 2004, when the total LITS capital budget reached a four-year high of \$2.2 M. In the IT category, acquisition and installation of new central administrative database systems has been the biggest capital undertaking.

Budgets for hardware—computers, servers, and network equipment—in recent years have varied depending on the numbers and costs of replacements needed. FY 2005 saw an unusually high figure for equipment purchases, largely offset by reduced maintenance contracts. In sum, the software and equipment costs for LITS have been rising annually and have been met by reallocations internal to the LITS budget.

In collections maintenance and development, increased periodicals subscription costs have had the biggest impact on the budget. They have been met through reduced expenditures for paper serials, with a focus on licensing periodicals online and in suites where possible. In sum, for library materials: the book purchase budget has been held steady; periodical costs are increasing strongly; the change from paper non-book resources to electronic—and the balance among the kinds of electronic resources is a composite of increases, decreases, and offsets that LITS weighs carefully every year. To this point, internal offsets have enabled the library to continue a steady level of materials acquisitions each year, without over-all decreases.

Five Colleges

Library and information technology support at Mount Holyoke is assisted in many ways by the work of Five Colleges⁴³ standing and ad hoc committees on many aspects of support operations. These include: archives; cataloging collection management; circulation; Digital Environment Development and Coordinating Committee; Preservation; Research, Instruction and Outreach; and Acquisitions and Serials. Recent Five College library projects have included Archives Digital Access and Five College Depository. In IT topics, the Five College Networking Committee provides invaluable assistance to the member colleges' networking staff for planning, operations, and emergency aid. Five College IT projects have included a shared fiber network (completed in early 2007), the Videoconference Classrooms project, and the Five College Course Catalog.

⁴² Capital outlays for LITS-supported technology: 2003 - \$1.98 M; 2004 - \$2.22 M; 2005 - \$.82 M; 2006 - \$.83 M

⁴³ See http://www.fivecolleges.edu/libraries/libraries_council.html

In 2002, the libraries of the Five College consortium established the Five College Library Depository (FCLD) to serve as a high density storage facility for infrequently used materials from the member libraries.⁴⁴ Monographs and bound journals moved to this storage site are retrievable generally within one working day. Selection of materials to be stored in the FCLD provides each library the chance to examine its own holdings and view its collection in the context of the other four libraries. The Five Colleges Library Acquisitions Committee is now discussing the possibility of coordinating future acquisitions, drawing on the collections assessments arising from the FCLD project.

Training

In January and March (winter and spring breaks) LITS sponsors training workshops on Microsoft software conducted by a commercial training company with which the College has worked for many years. The topics taught in this series are determined after conducting a survey of faculty and staff to assess their needs and requests.⁴⁵

Faculty and staff are also informed and encouraged to attend training opportunities offered via consortia to which the College belongs. These include Five Colleges, Northeast Regional Computing Program, and the National Institute for Technology and Liberal Education. LITS staff also regularly attend training at WMRLS (Western MA Regional Library System) and NELINET (New England Library Network).

Usage rules

All students, faculty, and staff are sent extensive information about accounts and network usage policy when accounts are first created for them. In addition, web pages provide extensive information with usage instructions and rules and current legal and security issues with guidelines for compliance and references to sources of further information.⁴⁶

Instruction on copyright is backed up by a LITS web page with extensive practical information on copyright involving printed and electronic materials.⁴⁷

The College's policies on responsible uses of computers and networks can be found in the LITS Networking web page set.⁴⁸ These rules are also sent via e-mail to all new student and faculty or staff member when their accounts are established. Student compliance with usage rules is bound by the Academic and Social Honor Codes. All users are cautioned that some infringements of usage rules might lead to federal or state enforcement intervention.

Administrative Information Support

The highest priority project in administrative support technology is the consolidation of the core student services, human resources and alumnae/development information systems into a single application—the Datatel system. Once this project is complete, key information will be contained in a single, well-unified system.

Another important initiative begun within the past year is the use of a content management system (Red Dot) to facilitate the maintenance of web-based information and to enable more staff and

⁴⁴ See <http://www.fivecolleges.edu/sites/depository/> for more information about the Depository.

⁴⁵ See <http://www.mtholyoke.edu/lits/11117.shtml>

⁴⁶ See <http://www.mtholyoke.edu/lits/network/> for network usage instructions and rules.

⁴⁷ See <http://www.mtholyoke.edu/lits/7741.shtml>

⁴⁸ See <http://www.mtholyoke.edu/lits/7814.shtml>

faculty to update pages and create new ones. The content management software will further centralize design and quality control while enlisting more members of the campus community in provision of the information that appears in those pages.

Behind these new management systems, an effort is under way to move towards a more unified, standards-based computing environment. During the winter of 2007, the College signed a contract with Oracle to license that industry-leading database software as the foundation for Datatel, Sakai, and many smaller applications systems already in use on the campus. LITS staff skills will need to be updated to work with Oracle.

In networking, a new generation of routers and switches being installed during the current academic year will greatly increase the College's ability to monitor and control the campus network—detecting and fixing problems more rapidly and providing quality of service levels appropriate to different applications that use the network.

Adoption of ContentDM and DSpace software for management of digital assets has set the foundation for the important task of preserving electronic information and provision of access to information converted from other formats. Archives and Special Collections is the key explorer of these technologies and skills for the campus community. In the coming years, digital repositories will be common at many places on campus and will be an essential part of the scholarly and administrative work of the College.

APPRAISAL

Benchmark comparisons with similar institutions on key library and IT capabilities give a clear picture of Mount Holyoke's agenda for improvements. The following ratings are based on self-study informed by Educause CORE data survey, the annual Campus Computing (Kenneth C. Green) survey, and benchmark studies in the higher education IT press. The comparison group is composed of sixteen liberal arts colleges that Mount Holyoke uses for Library-IT benchmarking.⁴⁹ The scale used here is 1 for low through 5, for high ranking.

| | |
|--------------------------------|--------|
| Teaching and Learning systems: | 4 of 5 |
| Web services: | 4 of 5 |
| Classrooms: | 3 of 5 |
| Administrative systems: | 2 of 5 |
| Network infrastructure: | 2 of 5 |
| Foundation infrastructure: | 2 of 5 |

Making Improvements Against This Scale

Teaching and Learning systems and Web services have had the necessary acquisitions and are now in operation at improved levels, as indicated in the chart. Classroom improvements are proceeding at a steady, annual rate and have adequate resources to raise that rating within a year or two. After one semester of preliminary deployment, Sakai (which Mount Holyoke calls "ella"—for Electronic Learning Arena) is ready for use by all interested faculty. Outreach and training for ella was a major focus for LITS during the spring semester of 2007. Ella is also now the means for access to electronic reserves materials, a vital support to the curriculum. The Research and Instructional

⁴⁹ "Technology @ Mount Holyoke College," Presentation by CIO-Director of LITS Patricia Albanese, October 6, 2006. This presentation is in PowerPoint format and included in the Standard Seven Appendices.

Services group brings the College a more versatile organization and set of individuals for faculty, student, and curricular support. RIS has created a Faculty Toolkit⁵⁰ to assist with instruction in information fluency and to highlight the assistance that this group can offer.

Administrative systems improvement is nearing the end of its first major phase--the installation of the Datatel system for student affairs, human resources, and college advancement. While much work will need to be done in the coming years, the College's over-all strength in administrative systems will be substantially better by the summer of 2007. Less programmer time will be needed to move information between disparate systems. Technical and administrative staff will be able to concentrate more of their efforts on further development of analyses of information and the development of new information-based services.

Network infrastructure improvements took place during the 2006-2007 academic year, featuring implementation of wireless network to residence halls, replacement of the edge router installation of core routers, replacement of distribution switches, and connection to the new Five College fiber network. Network improvements will be a continuing priority in FY 2008. The goal is to have a network that will accommodate the expected growth in new network-intensive instructional activities (such as increased use of digital media). Foundational infrastructure improvements (principally servers, server operating systems, databases, and "enterprise" services such as files storage and e-mail) are currently in planning but will need additional funding to complete. The goals are: robust and easy-to-use services, improved technical support through the reduction of different technologies in use, and providing a foundation appropriate for the College's ever-increasing reliance on information technology.

The ella learning management system is expected to increase the number of Mount Holyoke courses that are supplemented by web-based information and communication. As a result, faculty-student interactions (as well as communications among students in a course) can occur at virtually any time and from any point in the world where the Internet is accessible. Ella is not expected to change the primacy of classroom-based instruction, but it does provide increased accessibility to information and to interaction with fellow students.

The College has had strong success in improving the physical environment for study and research through consultation with students and action on the information learned. Soft furniture is now found in many places in the library. Students study singly and in groups in more places in the buildings than was seen in the past. Wireless network assists that flexibility of work spaces, particularly for students who use laptop computers. (The library circulation desk lends laptop computers—over 11,000 times in a single year.) The Information Commons contains a variety of seating, tables, and computers (some with very large displays) conducive to group work. Those seeking quieter workplaces are also accommodated. A LITS web page⁵¹ provides a guide to group and quiet spaces in the library complex.

The Association of College and Research Libraries award to Mount Holyoke in 2005 is a substantial recognition by an important peer group of academic libraries. Winning libraries need to show strength on several fronts: uses of technology, promotion of collaborative work among library users;

⁵⁰ See <http://www.mtholyoke.edu/lits/ris/informationfluency/faculty/>

⁵¹ <http://www.mtholyoke.edu/lits/7736.shtml>

and personalized attention for all users.⁵² The award supports the College's own appraisal that library and information services are multidisciplinary—a blend of resources, physical facilities, expertise, and attention to the needs of individuals.

Modes of Assessment and Planning

The extension of wireless network to all academic and residential buildings also promotes greater flexibility in the use of spaces on campus for study, communication, and recreational use of networked resources. Students and faculty can be seen using laptop computers in the campus center, building lounges, and—in suitable weather—outdoors.

The College has an established practice of using formal means of evaluation to guide its planning and to make improvements in its services, practices, collections, equipment, and facilities.

In 2004, the College used the LibQUAL⁵³ service to assess quality of service, quality of library information, and perceptions of the physical facilities. LITS scored well for good equipment and for a comfortable library building. It scored low for quiet spaces and for making electronic resources accessible from home and office. These and other findings (including a perception that too much paper is wasted in printing in the library) resulted in specific initiatives to address weak points and respond to insights gained. Quiet spaces have been identified and protected in the library—and listed on a web page. Proxy service has greatly expanded access to library resources from off campus. The LITS web site was extensively overhauled to be easier and more informative. And a print management program was instituted to reduce paper wastage.

The College also participates in the EDUCAUSE annual Core Data survey, which provides extensive information suitable for comparing and benchmarking IT activities, capabilities, staffing levels and trends, and expenditures. The strategic importance of information technology requires that the College scan constantly the wider environment of higher education, with particular attention to competing institutions.

Another important annual survey for IT is the Campus Computing Survey,⁵⁴ which includes extensive questions about priorities and forecasts. This survey is a good indicator of hot topics in IT in higher education and an essential aid to planning.

LITS asks workshop participants to complete standard evaluations. It surveys faculty and students and convenes focus groups to help discover problems, assess interests, and seek ideas for new initiatives. These have led to transformations of physical spaces, re-design of the LITS web site, change of learning management system from WebCT to Sakai (ella), staff re-organization, economies in paper printing, and extensive use of student workers to assist both faculty and fellow students who are learning to use new devices and software.?

Consultants hired in 2003 (R2 Consulting Services) examined practices and procedures in acquisitions at the College library, including database maintenance and retrospective conversion of catalog records. Acting on the major recommendations of this study, the Library reduced the number of vendors from which it purchases monographs and promoted electronic selections. While

⁵² Larry Hardesty, "Excellence in Academic Libraries: Recognizing IT," *Library Issues*, Vol. 27, No. 4 (March 2007).

⁵³ www.libqual.org

⁵⁴ <http://www.campuscomputing.net/casey.html>

Library staff continue to catalog new materials, retroconversion of records has been outsourced. The general theme of the consultants' recommendations was to streamline technical services and reduce the amount of labor needed to order and receive monographs.

Outside consultants (Johnson and Monday⁵⁵) were retained in 2005 to audit IT services. The IT audit has provided a roadmap for improvements and consolidations of servers and network equipment and for re-organization and better coordination of support services. Weaknesses in networked services such as email, file storage, and Internet access have been fixed: the quality of these services are now hallmarks of a stable and reliable network. The report cited the call center as needing improvement. In 2007 managers continue efforts to improve the processes by which LITS groups cooperate in front-line service. Progress has been made to establish a single point of first contact; work now focuses on coordinating the resolution of customers' problems. The report urged the College to consolidate its administrative information systems out of concern for the difficulty and cost of sustaining numerous, separate, independent systems. In the past two years substantial program has been made to centralize on Datatel software and Oracle database.

PROJECTION

To a large extent the integration of information resources and technology into education is the responsibility of the faculty and the academic departments. LITS, and RIS in particular, works closely with faculty to support the needs of each academic discipline and each course offered at the College. LITS also recognizes its own role to assess student proficiency and suggest improvements.

During 2004-2005 an Information Fluency Planning Committee within LITS met with faculty and student focus groups to solicit views on the state of information and technology proficiency among Mount Holyoke students. Faculty commented that students do not arrive at college with strong research skills. Students have difficulties grasping the context for online sources and differentiating among resources. The faculty in the focus groups suggested that continued efforts to integrate research skills instruction into existing courses was the most promising means of improving student information literacy. They also supported continuing efforts by LITS to assist students with their research. The student focus groups revealed that students are aware that LITS offers workshops but said they did not have time to attend and were not well-informed about which workshops were offered.

The Information Fluency Planning Committee made several recommendations. Shorter, more informal workshops for students might be tried. A January-term credit-bearing course in information fluency should be piloted.⁵⁶ Course-integrated instruction should be continued, perhaps shifting emphasis to upper-level courses that have a research methods focus. The Committee suggested revival of independent appointments, where RIS staff are available to meet with students to advise on particular projects. Lastly, the Committee proposed an increased effort to promote information fluency offerings via LITS.

Continued progress towards updating teaching spaces to include the technical equipment faculty are requesting will be necessary. Some of these enhancements will create specialized facilities for

⁵⁵ Bob Johnson, Vice President for Information Services at Rhodes University and Kathy Monday, Vice President for Information Services at the University of Richmond.

⁵⁶ Interdepartmental 117: Get F.I.T.! Becoming Fluent with Information and Technology was offered in the January term of 2005. Fifteen students completed the course.

particular academic disciplines, many will bring basic capabilities (projection, sound, special displays), and still others will equip spaces not traditionally considered “instructional”—such as lobbies, lounges, and hallways to accommodate academic work.

The library/IT merger will need continuing leadership and managerial work in order to deliver on the innovations and strengthened services that it promises. Staff effectiveness will need to be a focus, particularly for the smooth coordination of support when it needs to be provided by staff belonging to different internal units at LITS. Classroom technology and faculty use of multimedia are two prime areas where LITS processes need improvement.

LITS leadership in digital assets management needs to solidify and to move from exploration and development to practical application. Needs include: organization and preservation of instructional materials, college records, and library and archives digital materials.

In finance, the College will need to meet the costs of consolidating the technical foundation of networks, servers, and databases. These costs include software licensing and an on-going commitment to development of LITS staff skills—particularly for new methods in network management and for operation of the Oracle databases.

Institutional effectiveness

LITS is committed to multiple forms of quality assessment for its projects and services. These also serve as means for evaluation and planning of new initiatives. Chief among them is the LITS Strategic Plan.⁵⁷ That plan is predicated on the College’s Plan for Mount Holyoke 2010, ensuring that LITS planning supports key institutional objectives for the period of the plans. The LITS Advisory and Enterprise Steering committees are the primary deliberative bodies on campus charged with oversight of LITS effectiveness. The Board of Trustees has an Information Technology subcommittee that meets twice annually with senior administrators and the LITS management team. LITS is also an active participant in the Merged Information Services Organization (MISO),⁵⁸ which conducts annual surveys to assess the success of combined library and information technology services at liberal arts colleges. LITS will also continue two important practices it has used to good effect in the development of current services and projects: on-campus surveys and outside consultants. Because library and information services are fast-evolving activities, multiple perspectives are essential to inform the College’s vision for these services and to assess their appropriateness and quality.

Looking ahead

The LITS *Strategic Plan* outlines work that will carry library and IT improvements into the next decade. Its stated values of flexibility, responsiveness, and assessment open the opportunities needed to refresh and extend the plan.

In the coming years three major themes will be uppermost in importance for technology and library services at Mount Holyoke.

- The College must proceed to consolidate its technological base. The needs of instruction and administration will require new technical capabilities and will increasingly rely on rock-solid availability and performance of systems. But as the ever-strengthening influence of consumer driven information technology (e.g., electronic business transactions, cell phone

⁵⁷ <http://www.mtholyoke.edu/lits/7801.shtml>

⁵⁸ <http://www.brynmawr.edu/miso/>

and computer communications, extensive repositories of personalized digital information) the College will need to stay abreast of these developments and incorporate them into its information technology and library.

- Increased outreach to the campus community will be essential. The pace of technological change—always reputed to be fast—is now faster than before and growing on multiple fronts. The Internet, mobile technologies, collaborative software environments, access to extraordinary network-based resources—such as scientific instruments, museum collections, government records—provide opportunities that library and IT personnel are optimally suited to introduce widely in the campus community. LITS will need to explore partnerships with other campus organizations (as it has done with the Speaking, Writing, and Arguing program) to accomplish this outreach.
- LITS will also need to find ways to foster innovation. Its success in shaping a strong suite of services in library and technology for the College situate it well to consider what comes next on a wide range of topics. What is the future of library collection development in the age of mixed paper and electronic resources, of ownership and licensing, lending, borrowing, and shared development? How will the technical infrastructure of the campus need to evolve to accommodate increasingly important hand-held devices? How will communications infrastructure meet the need to extend the College's presence in an era of globalized engagement in learning, travel, and recruitment? What transformative opportunities does the new Five College fiber network provide for instruction and administrative practices? What role will information technology play in the event of a viral pandemic and the prolonged closing of the campus? Challenges known and unknown lie ahead for which alert and innovative library and technology professionals at Mount Holyoke can provide value beyond the traditional scope of those professions and campus roles.

PHYSICAL AND TECHNOLOGICAL RESOURCES STANDARD EIGHT

DESCRIPTION

Mount Holyoke College's campus is widely considered to be one of the most beautiful in the country, with many Collegiate Gothic buildings, spacious greens, two small lakes and a brook extending through the campus and a magnificent tree canopy. The central campus contains about 300 acres of land and over 40 major buildings (about two million square feet). Our library and art museum contain extensive collections that are integral to the academic program. Athletics facilities include the Kendall field house and the Equestrian Center as well as a running track, playing fields, outdoor tennis courts and cross-country trails for both runners and equestrians. The Willits-Hallowell Center supports a year-round schedule of meetings, conferences and events. It contains twenty guest rooms, living and dining rooms, and several meeting rooms. The Director of the Center also oversees the College's extensive summer conference program and events management services.

There are 21 residence halls, which are interspersed among the academic and administrative buildings throughout the campus. On-campus food service is provided in a number of locations, including the Blanchard Campus Center and several residence halls. There are also coffee shops in Blanchard and Williston Library and a brown bag lunch service in the Kendade Hall atrium.

An additional 300 acres is devoted to The Orchards Golf Club, owned by the College and operated by Arnold Palmer Golf Management. The course was designed by famed golf course architect Donald Ross and is considered to be one of the top five collegiate golf courses in the United States. The Orchards has hosted major golf tournaments including the 1987 US Girls Junior and the 2004 US Women's Open. Other, non-campus real estate owned by the College includes over 30 single and multi-family rental houses, the StonyBrook Children's Center facility and the Village Commons, a mixed use real estate development across from the campus.

Mount Holyoke is an old campus, with the oldest building dating to 1852 and almost 70% of the square footage over 50 years old. However, there have been regular improvements in the physical campus, including significant improvements made to several key areas over the past ten years. Pratt Music Hall and the Art Building/Art Museum have experienced major renovations. The science facilities have been transformed by the addition of Kendade Hall and the renovations of Carr, Shattuck and Cleveland Halls. The Blanchard Campus Center has been significantly expanded and the area of campus between Blanchard and Pratt Hall has been completely reconfigured. Other mid-sized projects have included partial renovations to several residence halls, the installation of a chilled water loop, and the upgrading of the College's electrical distribution system. In addition to these larger projects, we have been investing systematically in campus improvements on an ongoing annual basis.

The College has an adequate number of well-equipped classrooms, teaching laboratories, and computer rooms. About 70% of our classrooms are mediated and the other 30% have portable mediation available as needed. In addition, students have access to state-of-the-art scientific equipment and library facilities that include both Mount Holyoke's extensive collection and access to the resources of the other Five Colleges institutions. A campus-wide card system provides access

to buildings, dining services, library materials, laundry and vending services and acts as a debit card both on and off campus.

While a very high percentage of students bring their own computers to Mount Holyoke, students have access to computers and peripheral equipment in a number of locations on campus, including computer labs and the Information Commons in LITS, departmental computer labs and computer rooms in each residence hall. All of our academic and administrative buildings and residence halls are fully wired for network access and wireless access is increasing. The Five Colleges have recently completed a fiber optic loop that connects the five institutions to one another and to an internet hub in Springfield. This project has dramatically increased the bandwidth available to the campuses and significantly lowered the cost of internet access.

Mount Holyoke maintains a fleet of vehicles that provide transportation services to the campus. The inventory includes one full-sized bus, two mini-busses and several vans and sedans. The vehicles are available for athletics, academic department and class needs, student group activities, community based learning programs, organized community trips to Boston and New York and student travel to the local shopping mall and grocery store.

The physical facilities of the campus are overseen by the Department of Facilities Management. The Director of Facilities Planning and Management is responsible for facilities planning, project management and facilities operations. The College contracts for some limited services in facilities operations (e.g., window cleaning, trash removal), but most of the plant operations and maintenance function is done in-house. Capital projects are supported with a mix of in-house staff and outside contractual relationships.

The College has a very active environmental health and safety function that provides services to both Mount Holyoke and Hampshire Colleges. In recent years this office has also taken a leadership role, in partnership with the Center for the Environment, in developing the College's Environmental Management System. Ongoing work is being done to improve the College's environmental stewardship in the areas of environmentally responsible building, environmentally sensitive grounds practices, energy and climate change, waste reduction and recycling, and hazardous materials management. More detailed information is available on the program's website at www.mtholyoke.edu/go/environment.

The College's annual capital budget is developed by a campus-wide committee, comprised of all of the major campus constituents. That group meets regularly to identify facilities and equipment projects that should be considered for the upcoming year and then to prioritize the projects that are ultimately recommended for implementation. Projects of \$500,000 and above require Trustee approval. Other projects are reviewed and approved by the President and Senior Staff and are shared with the Trustees as part of the budget materials presented at the May Board meeting each year. In addition, a multi-year capital budget is updated annually showing the historical, current and projected sources and uses of capital project funding. Also reviewed regularly is an analysis of the College's debt capacity.

Facilities and equipment projects have three sources of funding—operating reserves, which are part of our annual operating budget process, gifts and tax-exempt borrowing. Our approach is to identify projects that appear to have donor appeal and to attempt first to find gift funding for those projects. Operating reserves are most appropriately used to support annual facilities and computer equipment allocations that are used to meet regular, ongoing needs—desktop replacements, servers,

replacements, roof repair, paving, etc. Larger projects, particularly those with limited donor appeal, are funded with tax-exempt debt.

An area that has received much attention in the past two years is that of compliance with privacy and security regulations. A task force was created under the leadership of the Vice President for Finance and Administration to review the College's compliance with regulations in these areas and to develop policies and training materials for use with the wider campus community. This task has been completed and the policy and training materials plus the most recent revision of the College's records retention policies are available at www.mtholyoke.edu/lits/network/docs/policies.

APPRAISAL

There has been significant work done in the past several years in the area of facilities and equipment planning. After several preliminary studies during the previous two years, a Campus Facilities and Landscape Master Plan was developed in 2002 that identified a number of goals and priorities for improving the physical campus. Key findings were incorporated into *The Plan for 2010*, the College's most recent strategic plan. Other recent planning efforts included a Utilities Master Plan, completed in 2003, and a Residence Hall Master Plan, completed in 2004. Also summarized in *The Plan for 2010* and expanded upon in 2004 is the LITS strategic plan, which contains the key goals for technology equipment and infrastructure improvements. All of these efforts have been instrumental in our ongoing planning and budgeting for facilities improvements.

In 2001 the College commissioned an outside review of facilities that resulted in the development of an integrated facilities needs database. The result of this effort was an extensive database (1200 separate projects) that captured a high percentage of the College's deferred maintenance, modernization and infrastructure needs. The initial need was estimated at about \$85 million. As subsequent planning reviews were completed, key findings were incorporated into the database. As a result, while we have completed over \$34 million of projects since 2001, we have identified over \$71 million of new needs. The database is kept current and has become an integral part of our planning for capital facilities renewal. Of particular utility is the ability to sort projects by various categories, which helps to insure that we are focusing our capital resources on the highest priority needs in all categories and to moderate the tendency to respond to new needs at the expense of asset preservation.

Mount Holyoke, like many other institutions, struggles to provide sufficient investment for facilities and equipment maintenance modernization and improvement. In the past several years we have been working to increase the amount of planned and preventive maintenance being performed and to attend more quickly and systematically to emerging maintenance needs, which we support primarily through an operating reserves mechanism that is a part of the annual operating budget. In recent years, we have been more systematic in providing explicit annual allocations to areas that need continuous attention to maintenance or have cyclical upgrade cycles. Examples in the facilities area are roofs, paving, underground utilities and elevators. Examples in the equipment area are classroom improvements, laboratory start-ups, desktop computers, servers and network equipment. This approach has allowed us to make steady progress in a number of important areas. We also use the allocations mechanism to fund multi-year investments in various key areas, e.g., furnishings in the library and campus center and adding fire alarms to all student rooms.

An important part of our facilities improvement focus has been the upgrading of our classrooms. Each year we allocate \$100,000 for classroom improvements, which includes both initial mediation

and furnishings replacement. In addition, we have made significant progress in upgrading a number of our larger classrooms—the Cleveland lecture halls and Gamble and Hooker Auditoriums. Once classrooms are mediated, maintenance and replacement of the equipment is funded through an equipment reserve in LITS.

As an historic campus, we are challenged to make all campus facilities fully accessible under the Americans with Disabilities Act. We continue to make steady progress in addressing these needs through the work of an on-campus committee that evaluates and prioritizes needs and an annual allocation to support ADA improvements. In addition, we use the opportunities provided by larger capital projects to address ADA needs as well. Examples include the renovation of Pratt Hall, which included an addition largely to provide access in a building originally built around a central stairway, and recent residence hall renovations that added permanent ramps, handicapped bathrooms and elevators.

Our residence halls, while in general well cared for, have substantial modernization and deferred maintenance needs. *The Plan for 2010* identified improvements to the residential program as the single highest priority need in the facilities area. We have been attempting to address these needs for a number of years through partial renovations, the most recent of which include Mead, Safford, 1837, North and South Mandelle and Buckland. However, all of the residence halls need more extensive renovation, particularly to mechanical systems, which cannot be done over the summer. The planned new residence hall, when completed, provides the opportunity to begin taking existing residence halls out of service for more complete renovation.

The campus dining program has experienced significant change in the past ten years. Historically at Mount Holyoke, dining took place in the residence halls, and consequently the College supported thirteen kitchens and seventeen dining rooms. This model, while beloved by a number of alumnae and students, was both very costly to support and prevented us from offering the kind of variety and flexibility that was available at other institutions and that students expect to find. In the past ten years, we have closed some residential food service venues while expanding others. The renovated Blanchard Campus Center has become a key part of the board plan as well as a cash operation. The new configuration is working well, and is popular with students, despite some lingering nostalgia for the traditional model. Kitchens and dining rooms are regularly renovated and improvements will be done in conjunction with renovations to the residence halls of which they are a part. Kitchens and dining rooms that are no longer being used are being converted to student rooms and other public spaces.

The recent work that has been done in various academic buildings (science, art, music) has both added important new functionality and significantly reduced the deferred maintenance and modernization backlogs in those facilities. Overall, our academic facilities are very functional. There remain areas that need attention, including Clapp Hall (primarily biology), the Reese Psychology and Education building, the Rooke Laboratory Theater, and the Dance facilities in Kendall field house.

Other key needs include faculty office space and additional funding for computer equipment and infrastructure.

PROJECTION

Support for facilities and equipment will continue to be a key pressure and a key priority for the campus. Both of the most recent strategic plans included goals for increasing funding in this area,

and while we are making progress, the need continues to grow. While responding to new needs will always be a part of our capital spending, we will be focusing somewhat more on asset preservation and energy conservation projects while continuing to be attentive to safety and security projects.

Over the next several years, we will continue to invest in planned and preventive maintenance and to address some of our larger high priority needs in the residential program, athletics and technology.

A major step forward will be the completion in the summer of 2008 of the first new residence hall on campus since the 1960's. The new building will be located on central campus at the corner of Morgan Street and Lower Lake Road next to Pratt Hall and will house 176 students. We decided to build a new residence hall for three primary reasons: to relieve an overcrowded residential program; to increase the variety of living arrangements on campus; and to provide swing space to renovate the existing residence halls. This renovation project is very long term, since there are 21 residence halls. As existing buildings are renovated, the number of beds in each will be reduced, as we reconfigure the space to provide a greater variety of living arrangements. When completed, the residential program will house comfortably the number of students currently enrolled at the College.

The fundraising campaign launched in the fall of 2006 will provide important support for facilities. Specific goals in the campaign include funding half of the new residence hall (the other half was funded through the Series 2006 tax-exempt bond issue); outdoor athletic facilities, including an expanded running track, an artificial turf field and lighting; a boathouse; an expanded exercise facility in the Kendall field house; and expansion and renovation of the Dance Department studios and performance space. These projects have been approved and will be constructed between Summer 2007 and January 2009. In addition, fundraising for endowment will include support of technology as a priority.

The College's campus is its single largest asset, with an insured value of over \$800 million, a valuation that is regularly reviewed. While we have made steady progress in addressing our facilities and equipment needs, much remains to be done. Our goal is to increase gradually the funding from all sources—operating reserves, gifts and tax-exempt borrowing—to expand the investment in our physical campus. Over time, operating reserves should be budgeted at a level that is sufficient to support all annual allocations for both facilities and computer equipment. This provides a base of ongoing annual support for those areas that need ongoing, routine attention. We will need to continue our program of periodic borrowing for capital projects and expect to be in the bond market every four to five years at levels that preserve our current bond rating and that our debt capacity permits. Ongoing fundraising for facilities and equipment purposes will continue to be critical, both during and between explicit fundraising campaigns.

Institutional Effectiveness

Going forward, Mount Holyoke is well positioned to assure that its facilities and equipment support the College's activities and to continue improvements to the physical campus. Planning, including planning for capital projects, is deeply imbedded in the College's culture and processes. Between strategic plans, our annual work on keeping the needs database current; working with the campus community to identify, prioritize and fund key facilities and technology needs; and reviewing multiyear projections on sources and uses of capital funding will help to assure that we continue to make progress in this important area.

FINANCIAL RESOURCES STANDARD NINE

DESCRIPTION

As of June 30, 2006, Mount Holyoke College had net assets of \$620 million. Unrestricted net assets represented \$161.6 million or 26 per cent of the total. All unrestricted bequests over \$100,000 that are received by the College are routinely added to unrestricted net assets, providing an important source of growth for this most flexible category of net assets. Temporarily restricted net assets, which include both funds restricted as to purpose and the accumulated appreciation on endowment that has not yet been distributed for spending, equal 43.7 per cent of the total at \$270.9 million. Permanently restricted net assets, the original principal value of true endowment, is \$188.0 million and 30.3 per cent of the total.

The single largest component of the College's asset base as valued by the financial statements is the endowment, which at June 30, 2006 had a market value of \$519 million. The College's endowment is administered through a contractual relationship with Cambridge Associates with oversight by the Investment Committee. A subcommittee of the Trustee Finance Committee, the Investment Committee is a mixture of Trustees and other experienced members of the financial services industry, many of whom are alumnae. Investment Committee members are responsible for asset allocation policies under the general guidance of the College's Investment Philosophy statement. The portfolio is highly diversified, and asset allocation review is a key component of the work of the Committee. Members are also very active participants in the recruitment, review and selection of investment managers. The Committee meets at least quarterly in person with monthly performance calls. Subcommittees focused on marketable alternative assets and non-marketable alternative assets meet frequently by conference call, join Cambridge Associates staff in manager calls and visits, and provide updates at each full Committee meeting.

Liabilities of \$105 million consist largely of tax-exempt debt and split-interest obligations on deferred gifts. As of June 30, 2006 the College had \$52.2 million of tax-exempt debt. This was increased by \$40 million when the Series 2006 bond issue closed on August 1, 2006. The College also has in place three interest rate swaps, some fixed and some variable, that serve to reduce the overall cost of debt. Debt capacity is evaluated annually and comparative information is reviewed with the Trustee Finance Committee regularly. The College has for a number of years had a very successful program for deferred giving. The \$18.9 million of split-interest obligations represents the net present value of the liability for the stream of payments due to donors.

The FY2006-07 operating budget totals \$96.7 million. There are three primary sources of operating revenue—student charges, gifts and grants, and endowment distribution—with a very small percentage coming from auxiliary activity and other income. Net student charges—tuition, room and board less financial aid—is the largest component of operating revenues at about 61.1 per cent. Gifts and grants provide 17.4 per cent of the operating revenue and investment income, largely distribution from endowment, provides 19.6 per cent. On the expense side, about 40 per cent of the operating budget is devoted to instruction, research and academic support, with an additional 8.6 per cent devoted to LITS. Both revenue and expense percentages are stable from year to year, varying within a relatively narrow range.

The College's budget process is very decentralized but tightly integrated with the strategic plan, which enumerates the institution's primary goals and priorities. The annual budget process begins

by identifying the plan goals that will be incorporated into the budget for the upcoming year. These goals, together with other guidelines, are discussed in a narrative that accompanies the materials for the departmental budget development process that begins in November of each year. As they are being developed, the department budget plans are reviewed at the divisional level before being submitted in January and early February. By the end of January, the Senior Staff begins a weekly review of the overall budget as it is developing. The interval between early February and early April is characterized by a number of iterations at various levels within the organization as the budget is completed for presentation to the Trustees at their May meeting. Tuition, room and board levels for the following year are developed during the fall semester and reviewed by the Trustees at their late February meeting. Instrumental in the budget development process is the work of the Faculty Planning and Budget Committee, which provides advice and counsel to the Vice President for Finance and Administration and the Dean of Faculty throughout the process. A Student Planning and Budget Committee provides the opportunity to engage with students on issues of resource allocation and serves as a link to the Student Government Association.

In addition to the annual operating budget process, the College uses a multi-year financial planning model. The financial planning models begin as a component of each strategic plan, with assumptions that mirror the plan goals. Each year, the assumptions underlying the model are re-evaluated and updated as needed, after which the model is re-projected. The revised model is reviewed annually by the Trustee Finance Committee and is used as a tool in the annual budget process.

In FY 2006-2007 the Student Financial Services Office – a combined office of student financial aid, student accounts and loans overseen by the Vice President for Enrollment and College Relations – awarded just over 28 million dollars of institutional grant aid. In alignment with our mission to serve a diverse population, most of these funds are used to provide need-based awards since our policy is to meet students' full eligibility as determined by a combination of Institutional Methodology (IM) and Federal Methodology (FM). Students must reapply for aid every year. The College also distributes a limited number of Mary Lyon Leadership Awards based on superlative academic achievement and leadership potential. When this scholarship program was introduced in 2001, there was agreement that the program must be, at a minimum, net-tuition revenue neutral. Currently, we are using approximately 7% of our total institutional grant funds for these merit scholarships; the program has been successful in helping us enroll academically excellent students as well as providing additional net tuition revenue. The Student Financial Services Office is also responsible for federal compliance and, among other measures implemented each year, verifies 100% of our awards.

Each spring the Vice President for Enrollment, the Director of Student Financial Services, and the Registrar meet with the Associate Treasurer to discuss enrollment projections and determine the amount of financial aid that needs to be budgeted for the upcoming year. Continuing student needs, as well as funds for incoming students, are accounted for in these projections. Every summer Professor Mike Robinson from the Economics Department does a statistical analysis of the prior year's awarding program and, based on econometric modeling, makes recommendations that will help us optimize our grants, work-study, and loan funds to enroll the most desirable class the following year. As a follow-up to this analysis, Professor Robinson, the Director of Student Financial Services, the Dean of Admission, and the Vice President for Enrollment meet to decide which packaging strategies and self-help levels we will adopt. These decisions are made in the context of the enrollment and financial goals outlined in the *Plan for 2010* and our market position as informed by COFHE data.

The College's financial affairs are overseen by the Vice President for Finance and Administration and the Financial Services Department. The Department has two key managers working very collaboratively: the Comptroller, who oversees the accounting, financial reporting, and trust and estate functions; and the Associate Treasurer, who is responsible for treasury management, budgeting, investment oversight, and grant and tax accounting.

Since the passage of the Sarbanes-Oxley legislation, the College and the Trustee Audit Committee have extensively reviewed its provisions to determine which were already in use and whether there were modifications the institution wished to make to reflect best practices. The Audit Committee has been a separate Trustee committee for a number of years, but membership was reviewed and modified somewhat to reflect the specific expertise emphasized in the legislation. In addition, the College's conflict of interest policy was updated and extended to a larger group and the institution's audit, which had been with one firm for many years, was rotated to another firm. Somewhat separate from the Sarbanes-Oxley legislation, but compatible with its spirit, the College's Audit Committee has gradually come to play a broader oversight role. In addition to reviewing the College's financial oversight and internal control structure and playing a role in the conflict of interest process, the Committee reviews areas of institutional risk, including risk management, emergency preparedness and compliance with privacy and security regulations.

The responsibility for fundraising and donor cultivation rests with the College's Development Office under the leadership of the Vice President for Development. The office is segmented by our conventional functions: major gifts, planned giving, annual fund, corporation and foundation relations, research, gift accounting and fundraising communications. The alumnae relations function is largely performed by the Alumnae Association of Mount Holyoke College, which is independent of but closely aligned with the College. The overall institutional communications function is the responsibility of the Communications Office which reports to the Vice President for Enrollment and College Relations.

The Development Office staff is supported by a formal volunteer structure with the Trustee Development Committee of the Board of Trustees serving as the primary leadership group to provide oversight and support for new initiatives including the review and recommendation to the full board for campaign planning. In addition, in our current campaign environment the development effort includes a Campaign Steering Committee and regional major gifts committees. The Annual Fund has ongoing class based fundraising committees with particular focus on reunion years.

One somewhat unusual aspect of the College's financial picture is the relationship with the Mount Holyoke College Alumnae Association. The Association has existed for many years as an independent organization. Until the 1970's the Association was responsible for raising the annual alumnae fund, from which the Association's expenses were deducted and the remainder gifted to the College. After that time, the College's Development Office was charged with all fundraising, including the annual funds, and the College over time began to account for the annual fund as direct revenue. This resulted in a difference in accounting treatment of the annual fund on the financial statements of the College and the Association, which retained the earlier approach. This discrepancy continued for a number of years until a change in accounting rules required that the difference in treatment be addressed. This brought the issue of the Alumnae Association funding into sharp focus. In 2002, the financial relationship between the College and the Alumnae Association was resolved by an agreement between the two organizations. The agreement recognized fundraising from alumnae as College revenue and included a ten year financial agreement to provide funding for the alumnae relations activities of the Association. This agreement

has provided the underpinning for closer communication, planning, and alignment of activities between the College and the Association and there is now a very positive relationship.

The College's participation in Five Colleges, Inc. has become over the past ten years an increasingly important component of our financial and administrative services. A number of joint programs have evolved, both within and outside of the Five Colleges structure, that provide cost effective approaches to needed services. Some examples include: the risk management, recycling and employee training programs shared by the four private colleges; the energy manager and rental housing programs shared by Smith, Amherst and Mount Holyoke; the combined Office of Environmental Health and Safety shared by Mount Holyoke and Hampshire; and the Director of Public Safety shared by Smith and Mount Holyoke.

APPRAISAL

Mount Holyoke's financial situation has for many years been characterized by a strong balance sheet coupled with an operating environment that is very challenging. The College's resources are constantly stretched by the pressure of competing with a cohort characterized by greater wealth. This reality defines Mount Holyoke in many ways, not least of which is financially. To compete effectively, the College works diligently to stay focused, to prioritize carefully, to implement its priorities creatively and efficiently and to accomplish more with fewer resources. The result is that the institution's resources are strained and its operating margin is thin.

At the time of the last reaccreditation review, the College was under significant financial pressure as the result of a declining applicant pool and a policy of need-blind admissions that was unsustainable. For the several years prior to FY1987, financial aid costs rose at the rate of 12% annually, resulting in net student charges revenue that was virtually flat. To cope with this lack of growth in its largest source of revenue, the College began to overtax other revenue sources—spending from endowment at a rate that reached 6% of the moving average market value and using large unrestricted bequests for operating purposes rather than investing them in the endowment. On the expense side, the College struggled to stay competitive in faculty and staff compensation and was not able to fund facilities and equipment reserves at a reasonable level.

Returning to financial equilibrium became a key component of the Plan for 2003. Since that time, the College's financial situation has improved significantly. The key enabling factor was the decision in 1998 to move to need sensitive admissions, resulting in a reduction in the discount rate from 55% in 1998 to 41% in 2002. Over the years of that plan, endowment spending was reduced from 6% to 5% of the moving average, investment in facilities and equipment reserves was doubled, unrestricted bequests were no longer routinely used for operating support and improvements were made in faculty and staff salaries—all within budgets that were balanced.

The *Plan for 2010* continued the focus on the importance of financial equilibrium and identified key financial priorities including competitive salary and benefits levels and continued investment in operating reserves. We are now about halfway through the Plan and progress toward our financial goals, while not steady, is now on track. In the three years following FY2003, the College struggled with the delayed impact of the economic recession and the downturn in financial markets. After having dropped to 41% in FY2002, the discount rate moved back to 45% and stubbornly stayed there for four years. While this is a significant improvement over the level in FY1998, it is higher than we can easily afford. Endowment market values dropped during the recession with the result that the amount of endowment distribution available to the operating budget declined by

about \$3 million from the peak distribution to the lowest level. And finally, the recession and the drop in the financial markets hurt giving levels, particularly in FY2002. With all of the revenue streams negatively impacted, during those years we made less progress toward salary competitiveness and lost some ground in the funding of our operating reserves.

For the first two years (FY2004 and FY2005), we were able to manage these difficulties through base budget reductions and careful cost control while still maintaining a balanced budget. However, in FY2006, we also experienced significant increases in energy, insurance and pension costs that resulted in a small operating deficit, the first in eight years. As a result, we began the FY2008 budget process earlier than usual and focused the institution on identifying a combination of increased revenues and reduced expenses that would correct what appeared to be an emerging structural imbalance. This process has concluded very successfully, with the expectation of a budget surplus in FY2007 and a budget for FY2008 that is balanced and that makes important progress toward our financial goals in the *Plan for 2010*.

Endowment performance has been strong by both absolute and relative measures. Over the past ten years, the endowment has had an average annual compounded return of 10.8 per cent, compared with a 9.6 per cent average return for the Cambridge Associates universe (virtually all of the top 130 college and university endowments). This put Mount Holyoke among the top quartile performers. However, the working of our spending rule, combined with the decline in the financial markets added a significant component to our recent budget challenges. As a result, with the approval of the Trustee Finance Committee, we have recently revised our spending rule to provide additional predictability for the operating budget.

Like many colleges and universities, Mount Holyoke's spending rule had been 5% of a rolling twelve quarter average of endowment market values. This provides some smoothing of the variability inherent in endowment values, but does not protect against year to year declines in the amount distributed for the operating budget. We have therefore modified our spending rule to one that permits a 5% increase in the amount distributed from the endowment over the previous year's level, within a range of 4.5% to 5.5% of the rolling twelve quarter average of market values. This will both avoid reductions in the amount distributed during down market intervals and, equally importantly, will prevent windfall distributions when the market values are soaring.

Although not strictly a "financial" resource, the College's staff members represent an enormous asset to the institution. In order to stay competitive, we run a lean institution, with the result that staff as well as faculty are stretched thin. We are equally attentive to staff compensation, using a combination of across-the-board increases and adjustments for market impact to assure that we are competitively paying staff. We regularly benchmark staff numbers in various functions with the other COFHE colleges as one means of determining the appropriateness of our staffing patterns.

PROJECTION

Our ongoing work in the financial resources arena is to keep doing what we are currently doing—using our resources in smart and creative ways to keep up with a cohort that has more resources. A central challenge is therefore to find ways to grow all three of our primary revenue sources in conjunction with regular reviews of expenses.

In the past ten years, there has been an extensive and successful effort to strengthen all aspects of student charges revenue. Our applicant pools are higher than they have ever been in the College's history, we are recruiting strong classes of highly capable students and financial aid growth has

slowed. However, there are two long-term challenges: the traditional student body cannot grow any larger without substantial investments in faculty and facilities; and the discount rate is unlikely to drop significantly. An area that may have promise is further diversification of student revenues through off-cycle instruction, such as professional and executive education programs that could use the campus during evenings, weekends and summers. We have begun to explore these possibilities.

While Mount Holyoke has been very competitive with respect to fundraising, the College still needs higher levels of giving. We are currently engaged in a comprehensive campaign to raise \$300 million by December 31, 2011. This campaign follows closely the successful completion of a \$257 million campaign which ended in December 2003. The objective is to continue the fundraising momentum generated by that campaign and increase the annual fund of the College.

Priorities for this campaign have been drawn from the Plan for 2010 and include:

- 1) Focus on increasing endowment;
- 2) Increase dollar achievement in the Annual Fund and maintain a healthy participation of alumnae;
- 3) Fund a limited number of capital building projects, including a new residence hall (\$15 million of a \$30 million project), and modernization and improvements of selected athletic facilities.

The College continues to have a smaller endowment than our nearest rivals. The success of the last campaign, when MHC raised over \$130 million in endowment, has allowed us to see growth, but we need to sustain the emphasis on endowment as a fundraising opportunity. This campaign will continue to cultivate and solicit our most important "market" – our alumnae. In our last effort fully 80% of our alumnae made a gift during the campaign years. We expect that number to remain steady even as we seek \$100 million in additional funds.

We launched the campaign at our October, 2006 Board of Trustees meeting. As we complete our first year in this five year effort we have passed the \$100 million mark and will work to achieve our facilities goals early in the campaign. We are fortunate to have an experienced and educated board of trustees and strong support from an energized Campaign Steering Committee of leadership donors and volunteers.

The Campaign has allowed the development office and our volunteer leadership to make some significant changes in our annual fund by increasing gift levels for our leadership donors. In our first year we are seeing a dramatic increase in larger gifts to the annual fund. The campaign will seek to sustain this new, higher level of giving and increase the number of donors at these levels.

As we move forward with the campaign we continue to monitor our expenses and provide, on a regular basis, an analysis of cost per dollar raised to our trustee development committee. Over the last 10 years this analysis shows that Mount Holyoke measures up very favorably with our peer institutions.

We continue to tap into the energy and vitality of the campus community and the alumnae body. The campaign will continue to create an environment that give us much hope and challenge for the future. We fully expect the campaign to raise the funds necessary to be successful and give the College continued confidence to sustain our fundraising growth.

In addition to the level of the discount rate, the College's other most serious revenue challenge is the relative size of its endowment. Although endowment performance has been quite competitive, we hope to continue to improve our returns. To this end, we have as of January 2006 contracted with Cambridge Associates, our long-time investment advisors, to provide the College's investment office services. While this arrangement is still quite new, it is proving to be a very successful transition. We will also continue to work as well on the other two components of endowment growth—increasing gifts through this and future fundraising campaigns and controlling our spending from endowment.

Our collaboration with the Five Colleges represents a continuing opportunity to find additional ways to reduce or avoid costs through joint initiatives. Areas currently under discussion include a combined fleet management program and the expansion of our captive insurance program.

Institutional Effectiveness

Mount Holyoke College is an institution that can only be successful if we pay careful attention to maintaining financial equilibrium. There are a number of mechanisms in place to assure that we do so. The very tight articulation between the strategic plans and their implementation through the budget process ensures that the College is always focused on its priorities and that one of those priorities is a stable financial base. Over the years we have developed a budget process that is decentralized and iterative and that invites the College community to participate in its development. The result has been that when extraordinary efforts are needed, the campus rises to the occasion and we achieve the results we need to keep the College on a sound financial footing. The work that we do annually on financial indicators, financial modeling, debt capacity and other analysis insure that the College's financial position is well articulated and well understood.

We focus considerable attention on issues of financial integrity. In the past several years areas of emphasis have included: the adoption of best practices from the Sarbanes-Oxley regulations; a revision of the conflict of interest policies and process; and a comprehensive review of the College's compliance with federal and state privacy and security regulations.

**PUBLIC DISCLOSURE
STANDARD TEN**

DESCRIPTION

Mount Holyoke presents itself accurately and fully to its many constituencies: students and prospective students, faculty and prospective faculty, staff and prospective staff, parents, alumnae, and the general public. Information about the College is readily accessible in print and on the Web. Major publications include the Catalogue, the Staff Handbook, Faculty Legislation, the admissions viewbook and other admissions publications, and the *Plan for Mount Holyoke 2010*. An overview of the College is presented in the "About" section of our Website. More detailed information is spread throughout the site, and is readily searchable.

The following chart identifies the places where the specific information requested in this standard can be found. References to the Catalogue are to the 2006-2007 edition.

| Question or Topic | Print | Web |
|--|--|--|
| How can inquiries be made about the institution? Where can questions be addressed? | Catalogue, 510-511 | http://www.mtholyoke.edu/cic/about/contacts.shtml |
| Audited financial statement or fair summary | | http://www.mtholyoke.edu/offices/fs/finrpt.shtml |
| Institutional catalogue | Mount Holyoke Bulletin and Course Catalogue | https://cat.mtholyoke.edu/ |
| Obligations and responsibilities of students and the institution | Student Handbook Catalogue, 77-82 | http://www.mtholyoke.edu/offices/dos/12589.shtml https://cat.mtholyoke.edu/ |
| Information on admission and attendance | Catalogue, 52-56 | http://www.mtholyoke.edu/adm/index.shtml |
| Institutional mission and objectives | Catalogue, vi, 4-8 <i>Plan for 2010</i> | http://www.mtholyoke.edu/cic/about/mission.shtml http://www.mtholyoke.edu/cic/about/plan2010.shtml |
| Expected educational outcomes | Catalogue, 4-8 | http://www.mtholyoke.edu/cic/about/outcomes.shtml |
| Requirements, procedures, and policies re: admissions | Catalogue, 52-56 | http://www.mtholyoke.edu/adm/index.shtml |
| Requirements, procedures, and policies re: transfer credit | Catalogue, 53, 79 | http://www.mtholyoke.edu/adm/transfer.shtml |
| Student fees, charges, and refund policies | Catalogue, 59-65 | http://www.mtholyoke.edu/offices/sfs/5799.shtml |
| Rules and regulations for student conduct | Catalogue, 80 Student Handbook Faculty Legislation | http://www.mtholyoke.edu/cic/stulife/handbook/ http://www.mtholyoke.edu/offices/dof/leg/leg.pdf |
| Other information re: attending or | Catalogue, 81-82 | |

| Question or Topic | Print | Web |
|---|--|--|
| withdrawing from the institution | Student Handbook | http://www.mtholyoke.edu/acad/leave/index.shtml |
| Academic programs | Catalogue | http://www.mtholyoke.edu/acad/index.shtml |
| Courses currently offered | Catalogue, 100-467 | https://cat.mtholyoke.edu/ |
| Other available educational opportunities | Catalogue, 10-36 | http://www.mtholyoke.edu/acad/5college.shtml http://www.mtholyoke.edu/acad/degrees.shtml#other http://www.fivecolleges.edu/ http://www.mtholyoke.edu/acad/programs/global/sa/main.html |
| Other academic policies and procedures | Catalogue 4-9, 77-82 | http://www.mtholyoke.edu/offices/dof/leg/leg.pdf |
| Requirements for degrees and other forms of academic recognition | Catalogue, 4-9 | http://www.mtholyoke.edu/acad/degrees.shtml http://www.mtholyoke.edu/offices/dof/leg/leg.pdf |
| List of current faculty | Catalogue, 479-498 | http://www.mtholyoke.edu/acad/misc/profile/ |
| Names and positions of administrative officers | Catalogue, 499-506 | http://www.mtholyoke.edu/dir/phone.shtml |
| Names and principal affiliations of members of the governing board | Catalogue, 499 | http://www.mtholyoke.edu/cic/about/trustees.shtml |
| Locations and programs available at branch campuses, other instructional locations, and overseas operations | None fitting CIHE definition | None |
| Programs, courses, services, and personnel not available in any given academic year | Catalogue Telephone Directory | |
| Size and characteristics of the student body | Catalogue, 507-508 | http://www.mtholyoke.edu/offices/enrollment/instrch/ |
| Description of the campus setting | Catalogue, 47-51 | http://www.mtholyoke.edu/cic/about/facilities.shtml http://www.mtholyoke.edu/cic/tour/whereweare.php |
| Availability of academic and other support services | Catalogue, 37-39 | http://www.mtholyoke.edu/acad/acad_support.shtml |
| Range of cocurricular and nonacademic opportunities available to students | Catalogue, 10-20, 43-46 | http://www.mtholyoke.edu/cic/campuslife/index.shtml |
| Institutional learning and physical resources from which a student can reasonably be expected to benefit | Catalogue (entire) | http://www.mtholyoke.edu/cic/about/index.shtml |
| Institutional goals for students' education | Catalogue, vi, 4-8 <i>Plan for 2010</i> | http://www.mtholyoke.edu/acad/index.shtml http://www.mtholyoke.edu/cic/about/plan2010.shtml |
| Success of students in achieving institutional goals | Catalogue, 9, 34 <i>Vista</i> <i>Alumnae Quarterly</i> , | http://www.mtholyoke.edu/offices/enrollment/instrch/outcomes.shtml http://www.mtholyoke.edu/cic/about/aftermhc.shtml http://www.mtholyoke.edu/offices/cdc/5192.shtml |

| Question or Topic | Print | Web |
|--|---|---|
| | Admissions publications | |
| Total cost of education, including availability of financial aid and typical length of study | Catalogue, 59-76 | http://www.mtholyoke.edu/offices/sfs/5597.shtml |
| Expected amount of student debt upon graduation | Catalogue, 72 | http://www.mtholyoke.edu/offices/sfs/5819.shtml#Student_loans |
| Statement about accreditation | Catalogue, inside front cover Official transcripts | http://www.mtholyoke.edu/offices/reg/5862.shtml |

Students' official academic records are maintained by the Registrar, who also maintains course enrollment information for students and faculty. Other student records are kept by the Dean of the College, the Dean of Studies, and the Class Deans. Official faculty records are maintained by the Dean of Faculty. Student and alumnae survey data, including information on educational outcomes, is collected and maintained collaboratively by the Office of Institutional Research, the Career Development Center, and the Alumnae Association.

Mount Holyoke has complied with NEASC's "Policy and Procedures for Third Party Comments During Comprehensive Evaluations" by placing a statement and invitation to comment in three publications: the Mount Holyoke College website, the Mount Holyoke *Alumnae Quarterly*, and the *Daily Hampshire Gazette* (the local newspaper).

APPRAISAL

Over the past five years the College has worked to quantify more thoroughly the outcomes of a Mount Holyoke education. Since 2002 the Office of Institutional Research, in collaboration with the Career Development Center, has standardized the Six-Months-Out-Survey administered to recent graduates. The same two offices, working with the Dean of the College, have also studied medical and law school data to assess our record in placing students in professional schools and to better advise students who have medical or law school aspirations. We have also begun studying NSF statistics and GRE scores.

Over the past ten years, we have made considerable progress in clarifying and integrating our communication to external audiences. In 1999 President Creighton created the position of Executive Director of Communications and Strategic Initiatives to provide leadership in managing the College's brand. The Office of Communications now oversees the presentation of materials aimed at external audiences, and works collaboratively with communicators across campus. Using research with internal and external audiences, the Communications staff developed a statement on "Describing Mount Holyoke College." This document presents four key themes, together with supporting talking points, which showcase the College's distinctive strengths and respond to the needs of our constituencies. In combination, these four themes differentiate Mount Holyoke from other academic institutions and make it easier for prospective students and their parents to determine whether Mount Holyoke should be their college of choice. The evidence supporting the key themes is updated annually and provided to the College community and to over two thousand alumnae volunteers. The key themes also comprise the foundation for all admissions materials—both print and electronic.

New technologies make it possible for us to convey the Mount Holyoke experience more fully to prospective students and their parents than we were able when using only print materials. Our new Web virtual tour and “My Point of View” Web feature give those who cannot visit campus a vivid experience of life at Mount Holyoke.

In the past several years the Office of Communications has also been producing a brochure for the general public called “Mount Holyoke at a Glance.” It describes the College and provides a range of facts of interest to our external audiences.

Our Web and printed materials are much more consistent and coherent, visually as well as in terms of content, than they were a decade ago. We achieve this coherence through meetings of interdepartmental groups such as the Web Strategy Team, the Enrollment Directors, the Parent Relations Committee, the Operations Policy Council, and the Senior Staff. Campus Communicators, a campus-wide group formed in 2000 to help roll out and establish the College’s key themes and visual identity, successfully achieved its goal and disbanded in 2006.

The Plan for 2010 called for us to strengthen our ties to the local community as well as to alumnae, parents, and friends. We have built renewed connections with each of these audiences as well as with other external audiences. Our approach is outlined in “An Integrated Communications Program for Promoting Mount Holyoke’s Value to Key Constituencies.”

We work diligently to ensure that the information about the College is accurate. When we develop recruitment materials—either print or Web—we test them with current students to ensure that what we claim rings true to those who are experiencing it. We also regularly review and update materials presented to the public. The Office of Communications, together with appropriate other offices, re-assesses print pieces, all of which are written and designed in-house, annually. Fresh data from our Office of Institutional Research is incorporated. The Office of Communications also reviews and updates administrative Web sites annually. Each year in March the Web Strategy Team develops a report on the status of all the pages in the College site. We contact departments whose pages need updating. If those departments need help, we put them on a prioritized list for LITS staff assistance as time allows

In late 2006, we began implementing a new Web content management system. This has refreshed and enlivened the College’s web pages and will, once we bring all pages onto the new system, make it easier for departments to keep their Websites updated.

PROJECTION

The greatest challenge in the area of public disclosure will be keeping up with rapidly rising expectations on the part of all of our audiences. The community increasingly expects information to be updated constantly and accessible instantly. We will have to work out how to meet this expectation while also absorbing the pressure it puts on the College’s technical and human resources. Nonetheless, we are committed to maintaining and improving our current high level of public disclosure, giving increasing attention to electronic communications. For instance, over the next couple of years the Office of Communications will be working with the Registrar and the Dean of Faculty to enhance the online catalogue, which will create a more user-friendly experience for those accessing course catalogue and bulletin information online.

The public call for more accountability from academic institutions will demand more institutional research, deeper analysis, faster dissemination, and quicker conversion of findings into action plans for improvement. As we continue to gather more outcomes data, we will serve the academic program and the College's mission by providing the analysis needed for the College to move forward. Specific examples we can point to are institutional commitments to the following:

- The Office of Institutional Research (OIR) will administer the Six-Months-Out Survey each fall and will provide results and comparative analysis each spring.
- In 2008 OIR will do a five-year analysis of our Six-Months-Out surveys by race. This will help the College better assess how well we serve our diverse communities of students and assist us in communicating outcomes to prospective students.
- Annually the OIR, in collaboration with the Career Development Center and the Committee on the Health Professions, will collect and analyze law school and medical school summary data. This will be used to assist in pre-law, pre-med, and pre-health advising, as well as in communicating outcomes to prospective students.
- Every five years the OIR surveys our alumnae who have been out five, ten, and twenty years to determine what they are doing and to assess how much their Mount Holyoke education contributed to their personal and professional satisfaction and success. The most recent alumnae survey was completed in 2005. Future information gleaned from these surveys will be used by the institution to continue to assess curricular implications and to better report on outcomes.

Institutional Effectiveness

Mount Holyoke has systems in place to insure that it accurately and fully discloses itself to its various constituencies. Annual revisions to Web and print publications, ongoing institutional research and reporting, mechanisms for responding to copyright or other challenges to our Web pages, and regular updating of technology allow us to continue to serve the informational needs of internal and external audiences with completeness and integrity.

INTEGRITY STANDARD ELEVEN

DESCRIPTION

Members of the Mount Holyoke community—students, faculty, staff, administrators, trustees—set and abide by high standards for their work and their conduct. Except for regulations promulgated externally by governmental or other regulatory entities, these College standards are codified in policy statements drafted collaboratively and approved collectively. Texts of internal as well as external policies can be found in the student, faculty, staff, and trustee handbooks,⁵⁹ each of which is updated annually.

The College has adopted the AAUP's statement on academic freedom and extends its principles to the teaching and research of our faculty, and the freedom in learning of our students.

Mount Holyoke's statement on Individual Rights and Community Responsibility brings into a single document our mission statement, our statement on community responsibility,⁶⁰ our statement of non-discrimination, and College policy on harassment. A second section of the Rights and Responsibility statement details procedures for the resolution of grievances, whether those grievances are related to community rights and responsibilities or to employment policies, procedures, and regulations. The grievance procedure incorporates references to separate judicial procedures for faculty, described in *Faculty Legislation*, and for students, described in the *Student Handbook*.

The Trustee Handbook, confidential because it includes Board members' addresses but available to the visiting team in their document room, details the responsibilities of Board membership and the policy on conflicts of interest. Officers of the College as well as Board members file a conflict of

⁵⁹ Student Handbook: <http://www.mtholyoke.edu/cic/stulife/handbook/>
 Faculty Legislation: <http://www.mtholyoke.edu/offices/dof/leg/index.html>
 Staff Handbook: <http://www.mtholyoke.edu/offices/hr/hbk/index.shtml>

⁶⁰ From the statement on Individual Rights and Community Responsibility:

Mount Holyoke College believes in the right, indeed the necessity, of free inquiry and free expression for every member of the college community. The College aims to provide an environment hospitable to open interchanges of knowledge and opinion in the terms of reasoned discourse. The citizen's rights to free speech, free movement, free association, peaceful assembly, and orderly protest extend to every member of the College. So do the citizen's responsibility to uphold the law and the civilized person's obligation to respect the rights and feelings of others.

The goal for the new century must be to build a community of students, faculty, and staff devoted to intellectual and creative freedom, critical inquiry, personal honor, ethical discernment, and responsibility. We must encourage openness and candor, dialogue and debate, and the creative engagement of all constituencies in building a genuine community.

A College does not become a community by so naming itself. Community is a dynamic condition, difficult and necessary to achieve, reached by active synthesis, by the consensus of free wills and free intelligences agreeing to pursue objectives in common, in an atmosphere of general sympathy, forbearance, respect, and trust. When such conditions prevail, there should be little occasion for coercion or violence, or for punitive response, and the very occurrence of such action will suggest that the community has failed, at least for the time, to achieve its common purposes. Ultimately the quality of life in the College is the property of the conscience of all its members.

interest disclosure form annually. The Audit Committee of the Board of Trustees, on top of its prescribed fiduciary duties, also performs periodic environmental scans and looks into how emerging issues involving compliance and integrity will affect the institution. Over the past few years the Audit Committee has encouraged policy development related to such issues as Sarbanes-Oxley legislation, intellectual property rights, and emergency preparedness.

Sponsored Research personnel in the Dean of Faculty's office have developed, and routinely ensure compliance with, a variety of policies, including grants policies, patent policy, policies and procedures on the protection of human subjects, financial disclosure policy, and scientific misconduct policy. The Laboratory and Animal Care Facilities Director, a staff member in the Department of Biological Sciences, oversees compliance with and reporting on federal animal care and use regulations.

Mount Holyoke shares the concern of every other college and university about the security of its information systems and the privacy of its students' and employees' print and electronic records. As noted in Standard Eight, a Privacy and Security Task Force was created by the Vice President for Finance and Administration two years ago to review compliance with privacy and security regulations and to develop policies and educational material for students, faculty, and staff. The Task Force produced and widely distributed a number of documents, all of which are accessible through the web.⁶¹ Although the Task Force has now completed its initial work and no longer meets regularly, its members are in electronic communication as issues arise.

LITS has its own comprehensive set of policies and procedures governing privacy (including the USA Patriot Act's override of the privacy of patron records), software applications, copyright, students' honors theses, and use of archival and rare material.⁶²

Section Five of *Faculty Legislation*, on The Mount Holyoke College Community, contains policy statements on community responsibility, including academic responsibility, the College's multi-racial commitment, the nondiscrimination policy, and rules governing rights, responsibilities, and dissent.

The President reviews all NEASC Commission on Institution of Higher Education policies to ensure compliance. She has appointed an Accreditation Liaison Officer, who together with the Assistant to the President attends closely to NEASC procedures, policies, workshops, and conferences. Mount Holyoke takes advantage of invitations to help shape CIHE policy and to report on our own work in planning and assessment: we were engaged in the recent standards revision process, and Mount Holyoke administrators have presented at the NEASC annual meeting in each of the last several years.

APPRAISAL

Two of these policies—on academic responsibility and on the multiracial commitment—merit particular mention here. The multiracial commitment, approved by the Faculty more than three decades ago, asserts that “The Faculty of Mount Holyoke College reaffirms its commitment to an academic environment free of racial discrimination in which all individuals are treated with a common standard of decency. It commits itself to a continuing effort to confront and resist racist attitudes and actions wherever they appear in the Mount Holyoke community and to build a community useful

⁶¹ <http://www.mtholyoke.edu/lits/privacy-security/links/>

⁶² <http://www.mtholyoke.edu/lits/7721.shtml>

and attractive to all individuals regardless of ethnic background.” A highly charged incident several years ago in which employees of the College gave the appearance of acting in disregard of this commitment led to a series of community meetings and ultimately to the formation of the President’s Commission on Diverse Community. The report of the Diverse Community Commission is available on the web⁶³ and has been discussed in Standard Six. The steps through which the community traveled on its way from the incident to the DCC report were difficult tests of the adequacy of our procedures and the depth of our commitment. We believe that both the procedures and the commitment stood up to the test, and we believe that the DCC report—and more importantly the enactment of many of the DCC’s recommendations—provide evidence of this. But there is more to do. And the central DCC recommendations—that we root out stereotyping and insensitivity and that we create a climate of achievement for all students—are not so much items to be one day declared done, as they are imperatives at which we must continually work.

Faculty members have been asking off and on for several years for assistance in teaching students about responsible use of sources, particular internet sources. Their requests come partly in reaction to incidents of plagiarism from the web, but their requests come more widely from a sense that students need help in distinguishing authoritative web resources from internet junk. LITS has put together some helpful resources,⁶⁴ and faculty members sometimes take advantage of plagiarism-detection software, but there is some sense that we need to explore deeper solutions.

A third example of a set of policies now under scrutiny comes from the financial side of the College, where revised audit and accounting standards have led to changes in internal reporting procedures. As detailed in Standard Nine, the College regularly reviews not only its compliance with financial regulations but also its areas of potential institutional risk and its emergency preparedness. Our Director of Risk Management, shared with the Five Colleges, responds quickly to incidents and accidents. Our Emergency Response Team meets twice each semester to review incident reports and to for various imagined scenarios ranging from a hostage-taking in a classroom to the likely eventual outbreak of avian flu. More recently, the horrific Virginia Tech shootings have prompted careful review of several policies and procedures, including ways of reaching students in the age of the ubiquitous cellphone.

PROJECTION

Continue reassessing policies and procedures supporting institutional integrity, with particular attention to:

- academic responsibility,
- the climate of respect for all persons,
- the climate of achievement for all students,
- protection of individual records and institutional security,
- protection of free speech and free inquiry.

⁶³ <http://www.mtholyoke.edu/offices/dcoll/12581.shtml>

⁶⁴ <http://www.mtholyoke.edu/lits/7737.shtml>

SUPPORTING DOCUMENTS

One: Mission and Purposes

The Plan for Mount Holyoke 2003

The Plan for Mount Holyoke 2010

Two: Planning and Evaluation

Planning

The Plan for Mount Holyoke 2003

The Plan for Mount Holyoke 2010

Selected documents from Appendix G, *Plan for 2010*

Administrative Priorities (past five years)

Evaluation

Dashboards of leading indicators (past five years)

Academic department reviews

Teacher preparation reports

Teaching evaluation form

IPEDS reports

COFHE reports

Institutional Research Office data and reports

Report of the Presidential Commission on Diverse Community

Three: Organization and Governance

Bylaws of the Trustees of Mount Holyoke College

Board Membership and Affiliation

Board Minutes (past three years)

Board Committee Minutes (in Board Books)

Board Committee Charges

Board Self-Evaluation

Notes and Reform Action Plan from 2003 Board retreat with Dick Chait

Trustee Goal Setting Process

Presidential Evaluation

Handbook of Faculty Legislation and Related Information

Faculty Committees

Staff Handbook

Senior Staff Profiles

Organizational Chart

Four: The Academic Program

The Plan for Mount Holyoke 2010 (May 2003)

Distribution: Three Models (March 2004)

Academic Priorities Committee Report and Recommendation on the Teaching Load (February 2001)

Proposal to the Mellon Foundation's "Centers of Excellence" Program (July 2006)

Connection, Reflection, and Action: A Report of the Committee on the First Two Years (May 2000)

Summary of Department and Program Statements on What a Senior Should Have Learned (2005-2007)

Summary of Department and Program Reports of Curricular Changes over the Past Decade ("curricular audits")

Reports from Department and Program Chairs on Conversations with Graduating Seniors
 Annual Reports of Departments and Programs for 2006-2007
 Proposal for a Department of Gender Studies (April 2005)
 Guidelines for Department and Program Reviews (updated periodically by the Dean of Faculty)
 Department and Program Reviews: a selection from the past five years
 Comparisons of Key Variables from the 2003 and 2005 Enrolled Student Survey: A Chart Book
 (Office of Institutional Research, September 2006)
 Senior Survey 2005: A Longitudinal and Comparative Chartbook (Office of Institutional Research,
 September 2005)
 Six Months Out Survey: A Report of the Post-Graduation Employment and Graduate School Activity
 of the Class of 2005 (Office of Institutional Research, August 2006)
 A Guide to the Uses and Acknowledgement of Sources
 Five College data

Five: Faculty

Gender and ethnicity charts for last 5 years
 Faculty lines charts for last 5 years (confidential)
 Data prepared by DOF for APC allocations process for most recent year
 Science facts
 TT requests and APC allocations memo for last two years
 Recruiting procedures memo
 Report of the President's Commission on Diverse Community
 APC report on teaching load (2001)
 Report on full prof review
Handbook of Faculty Legislation and Related Information
 FCC's list of duties of departments and programs
 AAUP salary and benefits comparison reports
 Tenure-Track Faculty Job Satisfaction Survey for The Study of New Scholars for Harvard University
 Recommendations to the Advisory Committee of the Teaching Evaluation Review Sub-Committee
 (March 2006)
 New teaching evaluation form
 Proposal for a Department of Gender Studies
 Senior Symposium Brochure
 Five College data

Six: Students

Admission

- 2006 CIRP Longitudinal Report / Office of Institutional Research
- Faculty and Trustee Annual Admission Reports (1998-2007)
- Mount Holyoke College's SAT-Optional Policy: The First Five Years - Final Report
 to the Andrew W. Mellon Foundation (September 2006)
- Mount Holyoke: A Marketing Opportunity and Image Analysis / Maguire Associates
 (July 2002)
- Benchmark Dashboard for Enrollment Division (Fall 2007)
- Mount Holyoke College: Review of Re-Enrollment Behavior / Scannell & Kurz
 (September 2006)
- Career Development Center Pathways Program Summary and Checklists (Spring 2007)
- 2006 Six-Month Out Alumnae Survey / Office of Institutional Research

Interest in and Use of Mount Holyoke College's Career Development Center by Underclass Students / Office of Institutional Research (July 2004)

External Review of the Career Development Center: Mount Holyoke College (January 2005)

Student Services

Dean of the College job description (Faculty Legislation)

Dean of Studies job description

2006 Orientation schedule

List of 2006-07 First-Year seminars

Report of the Presidential Commission on Diverse Community

Funding report from Inclusiveness Initiatives Fund

Five-year data on percent of seniors doing independent work

Schedule of class events 2006-2007

Orientation survey results

Safe and Sound (Clery Act publication)

Student Handbook

Parental notification policy, anti-bias protocol, and FERPA documents

Honor code report

Residence Hall study

Seven: Library and Other Information Resources

NB: Most supporting material for Standard Seven appears on LITS web pages as cited in the text.

Material submitted for 2005 Association of College and Research Libraries Award

Report of the Integrated Library System Selection Committee (2004)

Report of LITS External Audit (2005)

Eight: Physical and Technological Resources

Campus map

Organizational chart for Facilities Management

Environmental Stewardship web site (listed in document)

Capital budgets / Multi-year capital plan

Landscape Master Plan

Residence Halls Master Plan

Utilities Master Plan

Privacy / Security materials (web site listed in document)

Sightlines materials

Nine: Financial Resources

Financial Reports (last five years)

Endowment Reports

FY08 operating budget

Financial model

Organization chart for Financial Services

Joint Agreement Between the Trustees of Mount Holyoke College and the Board of Directors of the Alumnae Association of Mount Holyoke College

Ten: Public Disclosure

Mount Holyoke Bulletin and Course Catalogue

Recruitment publications and other materials

Describing Mount Holyoke: Key Themes and Supporting Messages

Mount Holyoke at a Glance

An Integrated Communications Program for Promoting Mount Holyoke's Value to Key Constituencies

Annual Web Report

My Point of View—an online flash video featuring interviews with Mount Holyoke students. To access go to MHC home page www.mtholyoke.edu and click on “My Point of View” on the left hand side of the page.

Online virtual tour. To access go to MHC home page and click on “Virtual Tour” in the right column

Eleven: Integrity

Student Handbook

Handbook of Faculty Legislation and Related Information

Staff Handbook

Trustee Handbook

Individual Rights and Community Responsibility (including grievance procedures)

CIHE DATA FORMS
GENERAL INFORMATION

| | | | |
|------------------------------------|---|------------|-------------|
| Institution Name: | Mount Holyoke College | | |
| FICE Code: | 2192 | | |
| Carnegie Classification: | Bac / A&S | | |
| | | Certified: | |
| | | Yes | Qualified |
| | | No | Unqualified |
| Financial Results for Year Ending: | 06/30 | | |
| Most Recent Year | 6302006 | Yes | Unqualified |
| 1 Year Prior | 6302005 | Yes | Unqualified |
| 2 Years Prior | 6302004 | Yes | Unqualified |
| Budget / Plans | | | |
| Current Year | 6302007 | | |
| Next Year | 6302008 | | |
| Contact Person: | Jesse Lytle | | |
| Title: | Assistant to the President and Secretary of the College | | |
| Telephone No: | 413-538-2464 | | |
| E-mail address | jlytle@mtholyoke.edu | | |

*WHEN ENTERING FINANCIAL DATA ON SUBSEQUENT FORMS,
PLEASE ROUND TO THE NEAREST THOUSAND

STATEMENT OF FINANCIAL POSITION

| Mount Holyoke College | 6302004 | | Most Recent <u>Year</u> 6302006 | Percent Change | |
|--|------------------------------------|-----------------------------------|---------------------------------------|----------------|--------------|
| | 2 Years <u>Prior</u> 6302004 | 1 Year <u>Prior</u> 6302005 | | 6302005 | 6302006 |
| | Audited: Yes | Yes | | Yes | Yes |
| ASSETS | | | | | |
| Cash & Short Term Investments | 6,869 | 13,883 | 6,131 | 102.1% | -55.8% |
| Accounts Receivable, Net | 2,598 | 3,249 | 3,648 | 25.1% | 12.3% |
| Contributions Receivable, Net | 30,758 | 22,697 | 19,132 | -26.2% | -15.7% |
| Inventory & Prepaid Expenses | 2,129 | 2,150 | 2,015 | 1.0% | -6.3% |
| Long-Term Investments | 421,803 | 469,498 | 530,238 | 11.3% | 12.9% |
| Loans to Students | 14,449 | 15,064 | 15,452 | 4.3% | 2.6% |
| Funds held under Bond Agreement | 3,499 | 3,554 | 3,598 | 1.6% | 1.2% |
| Land, Building & Equipment, Net | 136,130 | 137,017 | 140,657 | 0.7% | 2.7% |
| Other Assets | 2,384 | 4,148 | 4,633 | 74.0% | 11.7% |
| Total Assets | 620,619 | 671,260 | 725,504 | 8.2% | 8.1% |
| LIABILITIES | | | | | |
| Accounts Payable & Accrued Liabilities | 6,459 | 9,203 | 9,003 | 42.5% | -2.2% |
| Deferred Revenue & Refundable Advances | 2,922 | 3,288 | 3,780 | 12.5% | 15.0% |
| Annuity & Life Income Obligations | 21,125 | 21,134 | 18,890 | 0.0% | -10.6% |
| Amounts Held on Behalf of Others | | | - | - | - |
| Long Term Debt | 56,488 | 54,411 | 52,229 | -3.7% | -4.0% |
| Refundable Gov't Advances | 4,490 | 4,575 | 4,567 | 1.9% | -0.2% |
| Other Long-Term Liabilities | 1,765 | 7,267 | 16,564 | 311.7% | 127.9% |
| Total Liabilities | 93,249 | 99,878 | 105,033 | 7.1% | 5.2% |
| NET ASSETS | | | | | |
| <u>Unrestricted</u> | | | | | |
| Avail for Operations, Plant & Other Trustee Designated Purposes | 6,257 | 6,297 | 11,501 | 0.6% | 82.6% |
| Accum. Gains & Losses (associated with Permanent Endowment) | | | | - | - |
| Designated for Long-Term Investments | 47,762 | 58,377 | 91,049 | 22.2% | 56.0% |
| Net Investment in Plant | 66,533 | 67,612 | 59,055 | 1.6% | -12.7% |
| Total Unrestricted Net Assets | 120,552 | 132,286 | 161,605 | 9.7% | 22.2% |
| <u>Temporarily Restricted</u> | | | | | |
| Available for Operations | 22,405 | 19,256 | 12,513 | -14.1% | -35.0% |
| Accum. Gains & Losses | 204,097 | 234,268 | 252,621 | 14.8% | 7.8% |
| Designated for Long-Term Investments | 6,526 | 5,939 | 5,774 | -9.0% | -2.8% |
| Total Temporarily Restricted Net Assets | 233,028 | 259,463 | 270,908 | 11.3% | 4.4% |
| <u>Permanently Restricted Net Assets</u> | | | | | |
| Total Permanently Restricted Net Assets | 173,790 | 179,633 | 187,958 | 3.4% | 4.6% |
| Total Net Assets | 527,370 | 571,382 | 620,471 | 8.3% | 8.6% |
| TOTAL LIABILITES & NET ASSETS | 620,619 | 671,260 | 725,504 | 8.2% | 8.1% |

STATEMENT OF UNRESTRICTED REVENUES AND EXPENSES

| Mount Holyoke College | 2 Years <u>Prior</u> 6302004 | 1 Year <u>Prior</u> 6302005 | Most Recent <u>Year</u> 6302006 | Current <u>Year Budget</u> 6302007 |
|--|------------------------------------|-----------------------------------|---------------------------------------|--|
| Audited: | Yes | Yes | Yes | |
| FROM OPERATIONS | | | | |
| <u>Revenue</u> | | | | |
| Tuition & Fees | 60,759 | 65,147 | 68,664 | 71,542 |
| Less: Financial Aid | 27,681 | 29,665 | 30,965 | 32,371 |
| Net Tuition & Fees Revenue | 33,078 | 35,482 | 37,699 | 39,171 |
| Gov't Appropriations | - | - | - | - |
| Contributions used in Operations (1) | 16,006 | 20,309 | 13,324 | 14,545 |
| Endowment Income used in Operations | 17,501 | 15,861 | 15,915 | 17,877 |
| Federal & State Student Aid | 692 | 601 | 682 | 650 |
| Gov't & Private Sponsored Research | 1,578 | 2,011 | 2,370 | 2,400 |
| Other Income | 821 | 1,715 | 2,518 | 2,769 |
| Auxiliary Enterprises | 20,709 | 21,592 | 22,499 | 23,468 |
| Sales & Services of Educ. Activities | 1,443 | 1,712 | 1,705 | 1,647 |
| Independent Operations | - | - | - | - |
| Total Revenues | 91,828 | 99,283 | 96,712 | 102,527 |
| Net Assets Released from Restrictions | 4,179 | 2,736 | 7,462 | 6,728 |
| Total Revenues & Net Assets Released | 96,007 | 102,019 | 104,174 | 109,255 |
| <u>Expenses</u> | | | | |
| Instruction | 34,484 | 40,385 | 42,379 | 44,003 |
| Research | 2,749 | 3,254 | 3,308 | 3,200 |
| Public Service | - | - | - | - |
| Academic Services | 11,934 | 11,028 | 11,781 | 13,061 |
| Student Services | 12,520 | 13,877 | 14,865 | 14,880 |
| Institutional Support | 11,880 | 12,325 | 13,744 | 14,300 |
| Other Expenses | - | - | 598 | - |
| Total Education & General Expenses | 73,567 | 80,869 | 86,675 | 89,444 |
| Auxiliary Enterprises | 22,554 | 18,356 | 18,974 | 19,811 |
| Independent Operations | - | - | - | - |
| Total Expenses | 96,121 | 99,225 | 105,649 | 109,255 |
| Increase (Decrease) in Net Assets from Operations | (114) | 2,794 | (1,475) | - |
| NON OPERATING | | | | |
| Gifts, Bequests & Contributions not used in Operations | - | - | 6 | - |
| Restricted Equipment Purchases | - | - | - | - |
| Reinvested Gains & Losses & Income from Investments | 6,542 | 7,601 | 15,433 | - |
| Gains & Losses on Disposal of Property | 197 | 547 | 105 | - |
| Other revenues and expenses, Net | 423 | 792 | 15,250 | - |
| Increase (Decrease) in Net Assets from NonOperating Activity | 7,162 | 8,940 | 30,794 | - |
| Increase (Decrease) in Unrestricted Net Asset: | 7,048 | 11,734 | 29,319 | - |

Footnote:

(1) Includes receivables of:

Check This Box if you have allocated a portion of Institutional Expenditures to other expense lines.

STATEMENT OF CHANGES IN NET ASSETS

| Mount Holyoke College | 2 Years <u>Prior</u> 6302004 | 1 Year <u>Prior</u> 6302005 | Most Recent <u>Year</u> 6302006 |
|--|------------------------------------|-----------------------------------|---------------------------------------|
| Audited: | Yes | Yes | Yes |
| Increase (Decr) in Unrestricted Net Assets | 7,048 | 11,734 | 29,319 |
| Changes in Temporarily Restricted Net Assets: | | | |
| Contributions (1) | 6,631 | 3,866 | 4,114 |
| Reinvested Endowment Income & Gains | 40,254 | 44,572 | 54,340 |
| Net Assets Released from Restrictions | (26,104) | (22,369) | (47,075) |
| Other | 44 | 366 | 66 |
| Increase in Temporarily Restricted Net Assets | 20,825 | 26,435 | 11,445 |
| Changes in Permanently Restricted Net Assets: | | | |
| Contributions (2) | 13,889 | 5,266 | 6,878 |
| Reinvested Endowment Income & Gains | 111 | | |
| Other | 3,722 | 577 | 1,447 |
| Increase in Permanently Restricted Net Assets | 17,722 | 5,843 | 8,325 |
| Increase (Decrease) in Total Net Assets | <u>45,595</u> | <u>44,012</u> | <u>49,089</u> |
| Net Net Assets at Beginning of Year | 481,775 | 527,370 | 571,382 |
| Net Net Assets at End of Year | 527,370 | 571,382 | 620,471 |
| Footnote: | | | |
| (1) Includes receivables of: | (2,494) | (4,650) | (924) |
| (2) Includes receivables of: | 4,581 | (3,150) | (2,160) |

STATEMENT OF UNRESTRICTED OPERATING REVENUES AND EXPENSES

| Mount Holyoke College | Most Recent <u>Year</u> 6302006 | Most Recent <u>Budget</u> 6302006 | Current <u>Year Budget</u> 6302007 | Next Year <u>Forward</u> 6302008 | Two Years <u>Forward</u> 6302009 |
|---|---------------------------------------|---|--|--|--|
| FROM OPERATIONS | | | | | |
| <u>Revenue</u> | | | | | |
| Tuition & Fees | 68,664 | 68,671 | 71,542 | 76,329 | 79,764 |
| Less: Financial Aid | 30,965 | 31,081 | 32,371 | 33,839 | 35,575 |
| Net Tuition & Fees Revenue | 37,699 | 37,590 | 39,171 | 42,490 | 44,189 |
| Gov't Appropriations | 0 | | 0 | | |
| Contributions used in Operations (1) | 13,324 | 14,150 | 14,545 | 15,283 | 15,589 |
| Endowment Income used in Operations | 15,915 | 15,617 | 17,877 | 18,775 | 19,714 |
| Federal & State Student Aid | 682 | 800 | 650 | 650 | 650 |
| Gov't & Private Sponsored Research | 2,370 | 2,400 | 2,400 | 2,630 | 2,600 |
| Other Income | 2,518 | 2,701 | 2,769 | 1,025 | 1,007 |
| Auxiliary Enterprises | 22,499 | 22,817 | 23,468 | 24,504 | 25,576 |
| Sales & Services of Educ. Activities | 1,705 | 1,621 | 1,647 | 1,701 | 1,743 |
| Independent Operations | 0 | | 0 | | |
| Total Revenues | 96,712 | 97,696 | 102,527 | 107,058 | 111,068 |
| Net Assets Released from Restrictions | 7,462 | 6,972 | 6,728 | 5,116 | 4,968 |
| Total Revenues & Net Assets Released | 104,174 | 104,668 | 109,255 | 112,174 | 116,036 |
| <u>Expenses</u> | | | | | |
| Instruction | 42,379 | 42,146 | 44,003 | 44,567 | 46,350 |
| Research | 3,308 | 3,200 | 3,200 | 3,280 | 3,300 |
| Public Service | 0 | | 0 | | |
| Academic Services | 11,781 | 12,408 | 13,061 | 13,658 | 14,068 |
| Student Services | 14,865 | 14,309 | 14,880 | 15,351 | 15,812 |
| Institutional Support | 13,744 | 13,311 | 14,300 | 14,690 | 15,131 |
| Other Expense | 598 | | 0 | | |
| Total Education & General Expenses | 86,675 | 85,374 | 89,444 | 91,546 | 94,661 |
| Auxiliary Enterprises | 18,974 | 19,294 | 19,811 | 20,628 | 21,375 |
| Independent Operations | 0 | | 0 | | |
| Total Expenses | 105,649 | 104,668 | 109,255 | 112,174 | 116,036 |
| Increase (Decrease) in Net Assets from Operations | (1,475) | - | - | - | - |
| Footnote: | | | | | |
| (1) Includes receivables of: | 0 | | 0 | | |
| Tuition and Mandatory Fee Charges | \$ 42 | \$ 42 | \$ 44 | \$ 46 | \$ 48 |
| Tuition and Fee Discount | 46% | 46% | 45% | 45% | |

STATEMENT OF CAPITAL CASH FLOWS

| Mount Holyoke College | 2 Years Prior 6302004 | 1 Year Prior 6302005 | Most Recent Year 6302006 | Current Year Budget 6302007 | Next Year Forward 6302008 |
|------------------------------|-----------------------------|----------------------------|--------------------------------|-----------------------------------|---------------------------------|
| SOURCES OF FUNDS: | | | | | |
| Cash flow from Depreciation | 8,712 | 9,578 | 9,603 | 9,621 | 10,118 |
| Cash from Gifts/Grants | 4,791 | 3,827 | 1,954 | 6,500 | 3,000 |
| Debt Proceeds | | | | 39,775 | |
| Other | | | | | |
| Total Sources | 13,503 | 13,405 | 11,557 | 55,896 | 13,118 |
| USES OF FUNDS | | | | | |
| Renovation & Maintenance | 4,424 | 2,791 | 4,959 | 5,722 | 4,700 |
| Space Alterations | 606 | 466 | 494 | 43 | 500 |
| New Construction | 7,311 | 2,457 | 1,527 | 8,331 | 21,000 |
| Equipment & Furnishings | 5,533 | 4,552 | 4,658 | 1,371 | 4,500 |
| Total Uses | 17,874 | 10,266 | 11,638 | 15,467 | 30,700 |
| NET CAPITAL CASH FLOW | (4,371) | 3,139 | (81) | 40,429 | (17,582) |

INDEBTEDNESS ON PHYSICAL PLANT

| | | | | | |
|--|---------|---------|---------|---------|---------|
| Beginning Balance on Principal | 58,000 | 56,035 | 53,975 | 51,810 | 89,320 |
| Additional Principal Borrowed | - | | | 39,775 | |
| Principal Payments Made During Year | 1,965 | 2,060 | 2,165 | 2,265 | 1,040 |
| Extraordinary Balloon Pymts / Refinancings | - | | | | |
| Ending Balance on Principal | 56,035 | 53,975 | 51,810 | 89,320 | 88,280 |
| Interest Payments Made During Year | 2,650 | 2,700 | 2,579 | 3,800 | 3,800 |
| Accumulated Depreciation | 107,257 | 116,401 | 126,891 | 136,512 | 146,630 |

Maximum expected annual debt service obligation (principal & interest) on all outstanding debt
(exclude balloon payments expected to be refinanced from external funds)

Year: 2031 Amount: 7140

STUDENT ADMISSIONS DATA

(Fall Term)

Credit Seeking Students Only - Including Continuing Education

| Mount Holyoke College | 2 Years Prior 2003-2004 | 1 Year Prior 2004-2005 | Most Recent Year 2005-2006 | Current Year 2006-2007 | Next Year Forward 2007-2008 |
|---|-------------------------------|------------------------------|----------------------------------|------------------------------|-----------------------------------|
| Freshmen - Undergraduate | | | | | |
| Completed Applications | 2,845 | 2,912 | 2,924 | 3,065 | 3,194 |
| Applications Accepted | 1,477 | 1,643 | 1,530 | 1,632 | 1,671 |
| Applicants Enrolled | 518 | 572 | 505 | 570 | 529 |
| % Accepted of Applied | 51.9% | 56.4% | 52.3% | 53.2% | 52.3% |
| % Enrolled of Accepted | 35.1% | 34.8% | 33.0% | 34.9% | 31.7% |
| Percent Change Year over Year | | | | | |
| Completed Applications | - | 2.4% | 0.4% | 4.8% | 4.2% |
| Applications Accepted | - | 11.2% | -6.9% | 6.7% | 2.4% |
| Applicants Enrolled | - | 10.4% | -11.7% | 12.9% | -7.2% |
| Aptitude Indicator: (Define Below) | | | | | |
| Mean SAT score | 1291 | 1273 | 1317 | 1270 | 1297 |
| Transfers - Undergraduate | | | | | |
| Completed Applications | 290 | 299 | 347 | 289 | 369 |
| Applications Accepted | 130 | 123 | 128 | 151 | 173 |
| Applications Enrolled | 82 | 71 | 70 | 89 | 80 |
| % Accepted of Applied | 44.8% | 41.1% | 36.9% | 52.2% | 46.9% |
| % Enrolled of Accepted | 63.1% | 57.7% | 54.7% | 58.9% | 46.2% |
| Master's Degree | | | | | |
| Completed Applications | 6 | 3 | 3 | 6 | 2 |
| Applications Accepted | 2 | 2 | 2 | 3 | - |
| Applications Enrolled | 2 | 1 | 1 | 3 | - |
| % Accepted of Applied | 33.3% | 66.7% | 66.7% | 50.0% | 0.0% |
| % Enrolled of Accepted | 100.0% | 50.0% | 50.0% | 100.0% | - |
| First Professional Degree - All Programs | | | | | |
| Completed Applications | | | | | |
| Applications Accepted | | | | | |
| Applications Enrolled | | | | | |
| % Accepted of Applied | - | - | - | - | - |
| % Enrolled of Accepted | - | - | - | - | - |
| Doctoral Degree | | | | | |
| Completed Applications | | | | | |
| Applications Accepted | | | | | |
| Applications Enrolled | | | | | |
| % Accepted of Applied | - | - | - | - | - |
| % Enrolled of Accepted | - | - | - | - | - |

STUDENT ENROLLMENT DATA

(Fall Term)

Credit Seeking Students Only - Including Continuing Education

| Mount Holyoke College | | 2 Years Prior 2003-2004 | 1 Year Prior 2004-2005 | Most Recent Year 2005-2006 | Current Year 2006-2007 | Next Year Forward 2007-2008 |
|--------------------------------------|--|-------------------------------|------------------------------|----------------------------------|------------------------------|-----------------------------------|
| UNDERGRADUATE | | | | | | |
| First Year | Full-Time Headcount | 508 | 562 | 498 | 556 | |
| | Part-Time Headcount | - | - | - | - | |
| | Total Headcount | 508 | 562 | 498 | 556 | - |
| | Total FTE | 508.0 | 562.0 | 498.0 | 556.0 | |
| Second Year | Full-Time Headcount | 578 | 497 | 581 | 527 | |
| | Part-Time Headcount | - | 1 | - | - | |
| | Total Headcount | 578 | 498 | 581 | 527 | - |
| | Total FTE | 578.0 | 497.4 | 581.0 | 527.0 | |
| Third Year | Full-Time Headcount | 385 | 413 | 345 | 423 | |
| | Part-Time Headcount | - | - | - | - | |
| | Total Headcount | 385 | 413 | 345 | 423 | - |
| | Total FTE | 385.0 | 413.0 | 345.0 | 423.0 | |
| Fourth Year | Full-Time Headcount | 515 | 488 | 512 | 461 | |
| | Part-Time Headcount | 9 | 1 | 3 | - | |
| | Total Headcount | 524 | 489 | 515 | 461 | - |
| | Total FTE | 518.4 | 488.3 | 513.1 | 461.0 | |
| Unclassified | Full-Time Headcount | 103 | 122 | 118 | 130 | |
| | Part-Time Headcount | 50 | 59 | 68 | 52 | |
| | Total Headcount | 153 | 181 | 186 | 182 | - |
| | Total FTE | 122.9 | 152.8 | 144.6 | 151.0 | |
| Total Undergraduate Students | | | | | | |
| | Full-Time Headcount | 2,089 | 2,082 | 2,054 | 2,097 | - |
| | Part-Time Headcount | 59 | 61 | 71 | 52 | - |
| | Total Headcount | 2,148 | 2,143 | 2,125 | 2,149 | - |
| | Total FTE | 2,112.3 | 2,113.5 | 2,081.7 | 2,118.0 | - |
| | % Change FTE Undergraduate | - | 0.1% | -1.5% | 1.7% | -100.0% |
| GRADUATE | | | | | | |
| | Full-Time Headcount | 3 | 2 | 2 | 4 | |
| | Part-Time Headcount | 1 | | | | |
| | Total Headcount | 4 | 2 | 2 | 4 | - |
| | Total FTE | 3.5 | 2.0 | 2.0 | 4.0 | |
| | % Change FTE Graduate | - | -42.9% | 0.0% | 100.0% | -100.0% |
| GRAND TOTAL | | | | | | |
| | Grand Total Headcount | 2,152 | 2,145 | 2,127 | 2,153 | - |
| | Grand Total FTE | 2,115.8 | 2,115.5 | 2,083.7 | 2,122.0 | - |
| | % Change Grand Total FTE | - | 0.0% | -1.5% | 1.8% | -100.0% |
| UNDERGRADUATE RETENTION RATES | | | | | | |
| | First Yr Stdts Returning for Second Yr | 92% | 92% | 94% | 92% | |
| | 6 Year Graduation Rate | 79% | 78% | 80% | 83% | |

FACULTY PROFILE, PART 1

Mount Holyoke College

| | | 2 Years <u>Prior</u> 2003-2004 | | 1 Years <u>Prior</u> 2004-2005 | | Most Recent <u>Year</u> 2005-2006 | | Current <u>Year</u> 2006-2007 | |
|---|---------|--------------------------------------|----|--------------------------------------|----|---|----|-------------------------------------|----|
| | | FT | PT | FT | PT | FT | PT | FT | PT |
| Number of Faculty (Male/Female) | | | | | | | | | |
| Professor | Male | 59 | 2 | 58 | 2 | 59 | 2 | 62 | 1 |
| | Female | 35 | 5 | 38 | 5 | 37 | 5 | 36 | 3 |
| Associate | Male | 22 | 2 | 22 | 2 | 21 | 2 | 21 | 1 |
| | Female | 17 | 3 | 19 | 3 | 24 | 3 | 26 | 2 |
| Assistant | Male | 13 | | 11 | | 11 | | 10 | |
| | Female | 28 | | 26 | | 20 | | 25 | |
| Lecturer | Male | 3 | 1 | 1 | 1 | 6 | 1 | 5 | 1 |
| | Female | 9 | 1 | 8 | 1 | 4 | 1 | 2 | 1 |
| Other | Male | - | 15 | 1 | 10 | 1 | 9 | 1 | 10 |
| | Female | 5 | 28 | 3 | 30 | 2 | 25 | 3 | 23 |
| Total* | Male | 97 | 20 | 93 | 15 | 98 | 14 | 99 | 13 |
| | Female | 94 | 37 | 94 | 39 | 87 | 34 | 92 | 29 |
| Total Faculty | | | | | | | | | |
| Professor | | 94 | 7 | 96 | 7 | 96 | 7 | 98 | 4 |
| Associate | | 39 | 5 | 41 | 5 | 45 | 5 | 47 | 3 |
| Assistant | | 41 | - | 37 | - | 31 | - | 35 | - |
| Lecturer | | 12 | 2 | 9 | 2 | 10 | 2 | 7 | 2 |
| Other | | 5 | 43 | 4 | 40 | 3 | 34 | 4 | 33 |
| Total | | 191 | 57 | 187 | 54 | 185 | 48 | 191 | 42 |
| Age (Minimum/Maximum/Mean) | | | | | | | | | |
| Professor | Minimum | 43 | 49 | 37 | 50 | 38 | 51 | 39 | 51 |
| | Maximum | 78 | 63 | 79 | 64 | 80 | 65 | 81 | 61 |
| | Mean | 58 | 57 | 58 | 58 | 59 | 58 | 60 | 57 |
| Associate | Minimum | 36 | 41 | 35 | 42 | 32 | 43 | 33 | 44 |
| | Maximum | 59 | 60 | 59 | 61 | 60 | 62 | 59 | 59 |
| | Mean | 45 | 52 | 46 | 53 | 46 | 53 | 46 | 51 |
| Assistant | Minimum | 27 | | 28 | | 29 | | 27 | |
| | Maximum | 52 | | 49 | | 52 | | 53 | |
| | Mean | 37 | | 37 | | 38 | | 38 | |
| Lecturer | Minimum | 33 | 50 | 34 | 51 | 33 | 52 | 28 | 53 |
| | Maximum | 52 | 51 | 56 | 52 | 65 | 53 | 58 | 54 |
| | Mean | 43 | 51 | 47 | 52 | 47 | 53 | 43 | 54 |
| Other | Minimum | 30 | 25 | 36 | 26 | 33 | 27 | 34 | 30 |
| | Maximum | 42 | 70 | 46 | 68 | 38 | 69 | 45 | 70 |
| | Mean | 37 | 46 | 41 | 48 | 36 | 46 | 39 | 49 |
| Years at this Institution (Minimum/Maximum/Median) | | | | | | | | | |
| Professor | Minimum | 4 | 20 | 5 | 21 | 10 | 22 | 11 | 23 |
| | Maximum | 40 | 30 | 41 | 31 | 42 | 32 | 43 | 30 |
| | Median | 25 | 25 | 23 | 26 | 24 | 27 | 25 | 26 |
| Associate | Minimum | 6 | 8 | 3 | 9 | 4 | 10 | 27 | 11 |
| | Maximum | 25 | 30 | 25 | 31 | 26 | 32 | 1 | 33 |
| | Median | 12 | 15 | 10 | 15 | 9 | 16 | 11 | 18 |
| Assistant | Minimum | 1 | | 1 | | 1 | | 1 | |
| | Maximum | 7 | | 7 | | 8 | | 6 | |
| | Median | 3 | | 3 | | 3 | | 3 | |
| Lecturer | Minimum | 1 | 16 | 1 | 17 | 1 | 18 | 1 | 19 |
| | Maximum | 9 | 19 | 28 | 20 | 29 | 21 | 4 | 22 |
| | Median | 3 | 18 | 3 | 19 | 3 | 20 | 1 | 21 |
| Other | Minimum | 1 | 1 | 2 | 1 | 1 | 1 | 1 | 1 |
| | Maximum | 6 | 45 | 7 | 25 | 8 | 26 | 9 | 30 |
| | Median | 3 | 4 | 3 | 4 | 2 | 3 | 3 | 4 |

* Does not include Physical Education faculty or replacements for faculty on sabbatical or other leaves.

FACULTY PROFILE, PART 2

Mount Holyoke College

| | | 2 Years Prior 2003-2004 | | 1 Years Prior 2004-2005 | | Most Recent Year 2005-2006 | | Current Year 2006-2007 | |
|--|---------|--|----|-------------------------------|----|----------------------------------|----|------------------------------|----|
| | | FT | PT | FT | PT | FT | PT | FT | PT |
| Highest Degree Earned: Doctorate | | | | | | | | | |
| Professor | | 90 | 5 | 93 | 5 | 93 | 5 | 95 | 2 |
| Associate | | 38 | 2 | 40 | 2 | 44 | 2 | 46 | |
| Assistant | | 41 | | 35 | | 30 | | 33 | |
| Lecturer | | 10 | 1 | 6 | 1 | 4 | 1 | 4 | 1 |
| Other | | 3 | 16 | 1 | 21 | | 13 | | 18 |
| Total | | 182 | 24 | 175 | 29 | 171 | 21 | 178 | 21 |
| Highest Degree Earned: Masters | | | | | | | | | |
| Professor | | 4 | 1 | 3 | 1 | 3 | 1 | 3 | 1 |
| Associate | | 1 | 2 | 1 | 2 | 1 | 2 | 1 | 2 |
| Assistant | | | | 2 | | 1 | | 2 | |
| Lecturer | | 2 | 1 | 3 | 1 | 5 | 1 | 3 | 1 |
| Other | | 1 | 22 | 1 | 14 | 1 | 18 | 2 | 11 |
| Total | | 8 | 26 | 10 | 18 | 11 | 22 | 11 | 15 |
| Highest Degree Earned: Bachelor's | | | | | | | | | |
| Professor | | | 1 | | 1 | | 1 | | 1 |
| Associate | | | 1 | | 1 | | 1 | | 1 |
| Assistant | | | | | | | | | |
| Lecturer | | | | | | 1 | | | |
| Other | | 1 | 5 | 1 | 5 | 2 | 3 | 2 | 4 |
| Total | | 1 | 7 | 1 | 7 | 3 | 5 | 2 | 6 |
| Highest Degree Earned: Professional License | | | | | | | | | |
| Professor | | | | | | | | | |
| Associate | | | | | | | | | |
| Assistant | | | | | | | | | |
| Lecturer | | | | | | | | | |
| Other | | | | | | | | | |
| Total | | - | - | - | - | - | - | - | - |
| Teaching Load, fall term in credit hrs | | | | | | | | | |
| Professor | Minimum | Standard for Full-time faculty = 8 credit hours | | | | | | | |
| | Maximum | Standard for Part-time faculty = 2-8 credit hours | | | | | | | |
| | Median | Full-time visiting Instructors may have up to 12 credit hours. | | | | | | | |
| Associate | Minimum | | | | | | | | |
| | Maximum | | | | | | | | |
| | Median | | | | | | | | |
| Assistant | Minimum | | | | | | | | |
| | Maximum | | | | | | | | |
| | Median | | | | | | | | |
| Lecturer | Minimum | | | | | | | | |
| | Maximum | | | | | | | | |
| | Median | | | | | | | | |
| Other | Minimum | | | | | | | | |
| | Maximum | | | | | | | | |
| | Median | | | | | | | | |

FACULTY PROFILE, PART 3

| Mount Holyoke College | | 2 Year Prior 2003-2004 | 1 Year Prior 2004-2005 | Most Recent Year 2005-2006 | Current Year 2006-2007 |
|--------------------------------------|---------|--|------------------------------|----------------------------------|------------------------------|
| Base Salary for Academic Year | | | | | |
| Professor, Full Time | Minimum | 80,000 | 81,000 | 83,000 | 87,600 |
| | Maximum | 163,200 | 168,000 | 172,000 | 177,000 |
| | Mean | 102,078 | 103,123 | 106,861 | 111,062 |
| Professor, Part Time | Minimum | 47,000 | 49,000 | 50,715 | 54,600 |
| | Maximum | 58,800 | 60,600 | 62,700 | 65,520 |
| | Mean | 51,500 | 53,300 | 55,095 | 57,805 |
| Associate, Full Time | Minimum | 67,000 | 60,000 | 62,100 | 65,000 |
| | Maximum | 81,250 | 98,000 | 103,000 | 107,600 |
| | Mean | 72,201 | 74,989 | 76,033 | 78,818 |
| Associate, Part Time | Minimum | 35,689 | 37,125 | 38,425 | 40,150 |
| | Maximum | 47,000 | 49,000 | 50,715 | 48,000 |
| | Mean | 40,324 | 41,665 | 43,039 | 42,767 |
| Assistant, Full Time | Minimum | 51,000 | 53,000 | 55,000 | 60,000 |
| | Maximum | 64,000 | 66,248 | 69,560 | 70,500 |
| | Mean | 56,389 | 57,850 | 59,400 | 62,323 |
| Assistant, Part Time | Minimum | | | | |
| | Maximum | | | | |
| | Mean | | | | |
| Lecturer, Full Time | Minimum | 43,000 | 43,000 | 44,505 | 50,000 |
| | Maximum | 65,000 | 83,200 | 86,112 | 90,000 |
| | Mean | 53,682 | 56,591 | 57,564 | 57,719 |
| Lecturer, Part Time | Minimum | 56,500 | 58,760 | 60,510 | 63,250 |
| | Maximum | 56,500 | 58,760 | 60,510 | 63,250 |
| | Mean | 56,500 | 58,760 | 60,510 | 63,250 |
| Other, Full Time | Minimum | 40,000 | 41,000 | 40,000 | 43,260 |
| | Maximum | 54,400 | 47,840 | 48,645 | 50,104 |
| | Mean | 47,660 | 43,400 | 44,439 | 46,184 |
| Other, Part Time | Minimum | Part time visitors are most often paid on a per course basis determined by Five College Faculty Exchange rates for the academic year | | | |
| | Maximum | | | | |
| | Mean | | | | |
| Fringe Benefits* | | | | | |
| Professor, Full Time | Minimum | | | | |
| | Maximum | | | | |
| | Mean | 27,010 | 28,113 | 27,472 | 28,571 |
| Professor, Part Time | Minimum | | | | |
| | Maximum | | | | |
| | Mean | | | | |
| Associate, Full Time | Minimum | | | | |
| | Maximum | | | | |
| | Mean | 20,830 | 21,716 | 22,772 | 24,935 |
| Associate, Part Time | Minimum | | | | |
| | Maximum | | | | |
| | Mean | | | | |
| Assistant, Full Time | Minimum | | | | |
| | Maximum | | | | |
| | Mean | 17,566 | 18,228 | 17,825 | 22,338 |
| Assistant, Part Time | Minimum | | | | |
| | Maximum | | | | |
| | Mean | | | | |
| Lecturer, Full Time | Minimum | | | | |
| | Maximum | | | | |
| | Mean | 17,335 | 15,740 | 17,730 | 16,648 |
| Lecturer, Part Time | Minimum | | | | |
| | Maximum | | | | |
| | Mean | | | | |
| Other, Full Time | Minimum | | | | |
| | Maximum | | | | |
| | Mean | not available | not available | not available | not available |
| Other, Part Time | Minimum | | | | |
| | Maximum | | | | |
| | Mean | | | | |

FACULTY PROFILE, PART 4

Mount Holyoke College

| | 2 Years <u>Prior</u> 2003-2004 | | 1 Years <u>Prior</u> 2004-2005 | | Most Recent <u>Year</u> 2005-2006 | | Current <u>Year</u> 2006-2007 | |
|---|---|----|--------------------------------------|----|---|----|-------------------------------------|----|
| | FT | PT | FT | PT | FT | PT | FT | PT |
| | Number of Faculty Appointed | | | | | | | |
| Professor | | | - | | - | | - | |
| Associate | | | 1 | | - | | 1 | |
| Assistant | 13 | | 4 | | 4 | | 8 | |
| Lecturer | | | - | | - | | 2 | |
| Other | Not tracked in detail due to temporary nature of positions. | | | | | | | |
| Total | 13 | - | 5 | - | 4 | - | 11 | - |
| Number of Faculty in Tenured Positions | | | | | | | | |
| Professor | 94 | 7 | 97 | 7 | 96 | 7 | 98 | 4 |
| Associate | 38 | 5 | 39 | 5 | 44 | 5 | 46 | 3 |
| Assistant | | | | | | | | |
| Lecturer | | | | | | | | |
| Other | | | | | | | | |
| Total | 132 | 12 | 136 | 12 | 140 | 12 | 144 | 7 |
| Number of Faculty Departing | | | | | | | | |
| Professor | | | | | 1 | | 1 | |
| Associate | | | | | | | | 1 |
| Assistant | | | 1 | | 3 | | 1 | |
| Lecturer | | | | | | | | |
| Other | | | | | | | | |
| Total | - | - | 1 | - | 4 | - | 2 | 1 |
| Number of Faculty Retiring | | | | | | | | |
| Professor | 1 | | 4 | | 2 | | 1 | |
| Associate | | | | | | | | |
| Assistant | | | | | | | | |
| Lecturer | | | | | | | | |
| Other | | | | | | | | |
| Total | 1 | - | 4 | - | 2 | - | 1 | - |

STUDENT HEADCOUNT BY UNDERGRADUATE MAJOR

| Mount Holyoke College | 2 Year <u>Prior</u> 2003-2004 | 1 Year <u>Prior</u> 2004-2005 | Most Recent <u>Year</u> 2005-2006 | Current <u>Year</u> 2006-2007 |
|-------------------------------|-------------------------------------|-------------------------------------|---|-------------------------------------|
| Fall Term | | | | |
| Neuroscience & Behavior | 34 | 38 | 26 | 20 |
| Philosophy | 11 | 22 | 19 | 15 |
| Physics | 9 | 7 | 4 | 7 |
| Physics - Dual Eng Umass | 1 | 1 | - | - |
| Politics | 45 | 40 | 52 | 44 |
| Psychology | 112 | 107 | 83 | 78 |
| Psychology & Education | 22 | 28 | 22 | 14 |
| Religion | 12 | 11 | 14 | 11 |
| Romance Languages | 2 | 8 | 1 | 3 |
| Russian & Eurasian Studies | - | 5 | 2 | 1 |
| Sociology | 16 | 26 | 24 | 24 |
| Spanish | 5 | 6 | 4 | 3 |
| Special Major (self-designed) | 21 | 23 | 28 | 16 |
| Statistics | - | 1 | 3 | 5 |
| Theatre | 12 | 4 | 5 | 7 |
| Women's Studies | 8 | 4 | - | - |
| Undeclared | 1,106 | 1,055 | 1,073 | 1,114 |
| Total | 2,097 | 2,095 | 2,064 | 2,094 |
| Total Undergraduate | 2,148 | 2,143 | 2,125 | 2,149 |

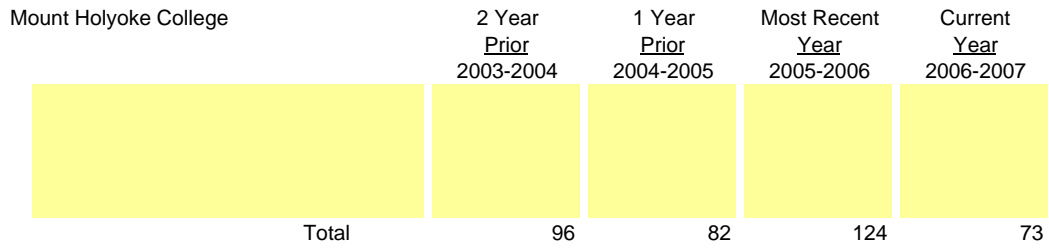
STUDENT HEADCOUNT BY GRADUATE PROGRAM

| Mount Holyoke College | 2 Year <u>Prior</u> 2003-2004 | 1 Year <u>Prior</u> 2004-2005 | Most Recent <u>Year</u> 2005-2006 | Current <u>Year</u> 2006-2007 |
|---------------------------|-------------------------------------|-------------------------------------|---|-------------------------------------|
| Fall Term | | | | |
| Master's | | | | |
| Psychology | 4 | 2 | 2 | 4 |
| Total | 4 | 2 | 2 | 4 |
| Doctorate | | | | |
| Total | - | - | - | - |
| First Professional | | | | |
| Total | - | - | - | - |
| Other | | | | |
| Total | - | - | - | - |
| Total Graduate | 4 | 2 | 2 | 4 |

**CREDIT HOURS GENERATED BY DEPARTMENT
OR COMPARABLE ACADEMIC UNIT**

| Mount Holyoke College | 2 Year <u>Prior</u> 2003-2004 | 1 Year <u>Prior</u> 2004-2005 | Most Recent <u>Year</u> 2005-2006 | Current <u>Year</u> 2006-2007 |
|--|-------------------------------------|-------------------------------------|---|-------------------------------------|
| Undergraduate | | | | |
| African American & African Studies | 181 | 342 | 300 | 292 |
| Art & Art History | 3,338 | 3,848 | 3,848 | 4,014 |
| Asian Studies | 1,404 | 1,812 | 1,894 | 1,892 |
| Astronomy | 154 | 184 | 820 | 244 |
| Biochemistry | 382 | 378 | 230 | 264 |
| Biological Sciences | 3,106 | 3,506 | 3,514 | 3,720 |
| Chemistry | 2,577 | 2,341 | 2,227 | 2,945 |
| Classics & Italian | 1,796 | 1,514 | 1,378 | 1,528 |
| Computer Science | 974 | 830 | 692 | 572 |
| Dance | 1,056 | 1,084 | 1,315 | 1,357 |
| Earth & Environment | 2,730 | 3,062 | 3,000 | 2,956 |
| Economics | 3,896 | 3,664 | 3,892 | 4,210 |
| English | 4,848 | 5,470 | 5,194 | 5,002 |
| Film Studies | 606 | 576 | 622 | 668 |
| French | 1,676 | 1,704 | 1,800 | 1,936 |
| Gender Studies | - | - | 50 | 1,016 |
| German Studies | 730 | 636 | 752 | 658 |
| History | 3,782 | 3,622 | 3,840 | 4,154 |
| International Relations | 858 | 1,110 | 774 | 354 |
| Latin American Studies | 392 | 324 | 454 | 654 |
| Mathematics & Statistics | 3,000 | 3,070 | 3,492 | 3,986 |
| Music | 1,837 | 1,780 | 1,787 | 1,719 |
| Philosophy | 1,644 | 2,120 | 1,880 | 1,898 |
| Physics | 884 | 1,030 | 1,066 | 954 |
| Politics | 3,342 | 3,436 | 3,836 | 3,730 |
| Psychology & Education | 5,628 | 5,754 | 5,116 | 5,026 |
| Religion | 2,806 | 3,032 | 1,672 | 1,740 |
| Russian & Eurasian Studies | 512 | 704 | 680 | 974 |
| Sociology & Anthropology | 3,798 | 3,980 | 4,592 | 4,088 |
| Spanish | 2,166 | 2,282 | 2,128 | 2,434 |
| Theatre Arts | 990 | 1,018 | 1,198 | 1,064 |
| Women's Studies | 504 | 522 | 360 | - |
| INTERDISCIPLINARY & OTHER: | | | | |
| American Studies | 174 | 266 | 340 | 304 |
| Complex Organizations | 248 | 312 | 356 | 354 |
| Critical Social Thought | 304 | 248 | 340 | 462 |
| European Studies | 84 | 140 | 38 | 44 |
| General Studies | 44 | - | - | - |
| Interdepartmental | 584 | 486 | 370 | 173 |
| Jewish Studies | 218 | 192 | 104 | 120 |
| Medieval Studies | 70 | 122 | 136 | 192 |
| Neuroscience & Behavior | 66 | 90 | 62 | 10 |
| Physical Education (acad crses only) | 98 | 4 | 87 | 55 |
| Romance Languages | 4 | 12 | 20 | 36 |
| 5-College Interchange taken by MHC stus: | 3,711 | 3,905 | 4,182 | 3,999 |
| Total | 67,202 | 70,512 | 70,438 | 71,798 |
| Graduate | | | | |
| Psychology & Education | 56 | 30 | 48 | 15 |
| 5-College Interchange taken by MHC stus: | 40 | 52 | 76 | 58 |

CREDIT HOURS GENERATED BY DEPARTMENT OR COMPARABLE ACADEMIC UNIT



Optional Data, Explanations, Ratios Offered by the Institution

Mount Holyoke College

**CIHE DATA FORM SUMMARY
FINANCIAL HEALTH RATIOS**

| Mount Holyoke College | 2 Years <u>Prior</u> 6302004 | 1 Year <u>Prior</u> 6302005 | Most Recent <u>Year</u> 6302006 |
|---|------------------------------------|-----------------------------------|---------------------------------------|
| Expendable Resources to Debt | | | |
| Unrestricted + Temporarily Restricted Net Assets | | | |
| - (Land,Bldg,Equip Net + Funds Held Under Bond Agreement | | | |
| <u>- Long Term Debt)</u> | 4.79 | 5.62 | 6.52 |
| Long Term Debt | | | |
| Expendable Resources to Operations | | | |
| Unrestricted + Temporarily Restricted Net Assets | | | |
| - (Land,Bldg,Equip Net + Funds Held Under Bond Agreement | | | |
| <u>- Long Term Debt)</u> | 2.81 | 3.08 | 3.22 |
| Total Expenses | | | |
| Total Net Asset to Operations | | | |
| <u>Total Net Assets</u> | 5.49 | 5.76 | 5.87 |
| Total Expenses | | | |
| Return on Net Assets | | | |
| <u>Change in Total Net Assets</u> | 0.09 | 0.08 | 0.09 |
| Total Net Assets (Beginning of Year) | | | |
| Net Income Ratio | | | |
| <u>Change in Total Unrestricted Net Assets</u> | 0.07 | 0.12 | 0.28 |
| Total Rev & Net Assets Released from Restrictions | | | |
| Net Operating Ratio | | | |
| <u>Change in Net Assets from Operations (*)</u> | (0.00) | 0.03 | (0.01) |
| Total Rev & Net Assets Released from Restrictions | | | |
| Total Resources per FTE Student | | | |
| (1) <u>Total Net Assets - Net Investment in Plant</u> | 217,807.45 | 238,132.83 | 269,432.26 |
| FTE Students | | | |
| (2) <u>Total Operating Expense</u> | 45,430.10 | 46,903.81 | 50,702.60 |
| FTE Students | | | |
| (3) <u>Total Operating Expense - Research</u> | 44,130.83 | 45,365.63 | 49,115.04 |
| FTE Students | | | |
| Debt Ratio | | | |
| <u>Change in Unrestr. Net Assets + Deprec. + Interest</u> | 4.06 | 5.10 | 6.50 |
| Interest + Principal Payments | | | |
| Debt / Equity | | | |
| <u>Total Net Assets</u> | 9.34 | 10.50 | 11.88 |
| Long Term Debt | | | |
| Capital Ratio | | | |
| <u>Depreciation + Interest</u> | 0.12 | 0.12 | 0.12 |
| Total Operating Expenses | | | |
| Age of Plant | | | |
| <u>Accumulated Depreciation</u> | 12.29 | 12.13 | 13.19 |
| Depreciation | | | |

* Gains and Losses from Long-Term Investments, Extraordinary Gifts, and Contributions/Pledges Receivable over one year should be excluded from operating net assets ratios.

CIHE DATA FORM SUMMARY
FINANCIAL RATIOS

| | | | | |
|-----------------------|------------------------------------|-----------------------------------|---------------------------------------|--|
| Mount Holyoke College | 2 Years <u>Prior</u> 6302004 | 1 Year <u>Prior</u> 6302005 | Most Recent <u>Year</u> 6302006 | Current <u>Year Budget</u> 6302007 |
|-----------------------|------------------------------------|-----------------------------------|---------------------------------------|--|

STATEMENT OF UNRESTRICTED REVENUES & EXPENSES RATIOS

INCOME ALLOCATION

Internal Sources

| | | | | | |
|-----------------------|---|-----|-----|-----|-----|
| Net Tuition & Fees | <u>Net Tuition & Fee Revenue</u> | 45% | 42% | 44% | 44% |
| | Total Revenue & Net Assets Released - Aux. Ent. Exp - Indep Opr Exp | | | | |
| Endowment | <u>Endowment Income Used in Operations</u> | 24% | 19% | 19% | 20% |
| | Total Revenue & Net Assets Released - Aux. Ent. Exp - Indep Opr Exp | | | | |
| Net Auxiliary & Other | Other Income + Sales & Svcs of Educ Activ <u>+ Auxiliary Ent Rev - Auxiliary Ent Exp</u> | 1% | 8% | 9% | 9% |
| | Total Revenue & Net Assets Released - Aux. Ent. Exp - Indep Opr Exp | | | | |

External Sources:

| | | | | | |
|--|--|-----|-----|-----|-----|
| Net Independent Opr | <u>Independent Operations: Rev - Exp</u> | 0% | 0% | 0% | 0% |
| | Total Revenue & Net Assets Released - Aux. Ent. Exp - Indep Opr Exp | | | | |
| Contributions | <u>Contributions used in Operations</u> | 22% | 24% | 16% | 16% |
| | Total Revenue & Net Assets Released - Aux. Ent. Exp - Indep Opr Exp | | | | |
| Grants & Net Assets Released & Fed. Stdt Aid | Federal & State Student Aid + Govt & Private Sponsored Research + Net Assets <u>Released from Restrictions</u> | 9% | 6% | 12% | 11% |
| | Total Revenue & Net Assets Released - Aux. Ent. Exp - Indep Opr Exp | | | | |

RESOURCE ALLOCATION

| | | | | | |
|--|---|-----|-----|-----|-----|
| Education Core | <u>Instruction + Research + Public Service + Academic Support</u> | 67% | 65% | 67% | 67% |
| | Total Rev & Net Assets Released - Aux. Ent. Exp - Indep Opr Exp | | | | |
| Student Life | <u>Student Services</u> | 17% | 17% | 17% | 17% |
| | Total Rev & Net Assets Released - Aux. Ent. Exp - Indep Opr Exp | | | | |
| Institutional Support | <u>Institutional Support + Other Expenses</u> | 16% | 15% | 17% | 16% |
| | Total Rev & Net Assets Released - Aux. Ent. Exp - Indep Opr Exp | | | | |
| Contribution to Net Assets from Operations | <u>Change in Net Assets from Operations</u> | 0% | 3% | -2% | 0% |
| | Total Rev & Net Assets Released - Aux. Ent. Exp - Indep Opr Exp | | | | |

CIHE DATA FORM SUMMARY 1
STATEMENT OF UNRESTRICTED REVENUES AND EXPENSES
 PERCENT CHANGE YEAR OVER YEAR

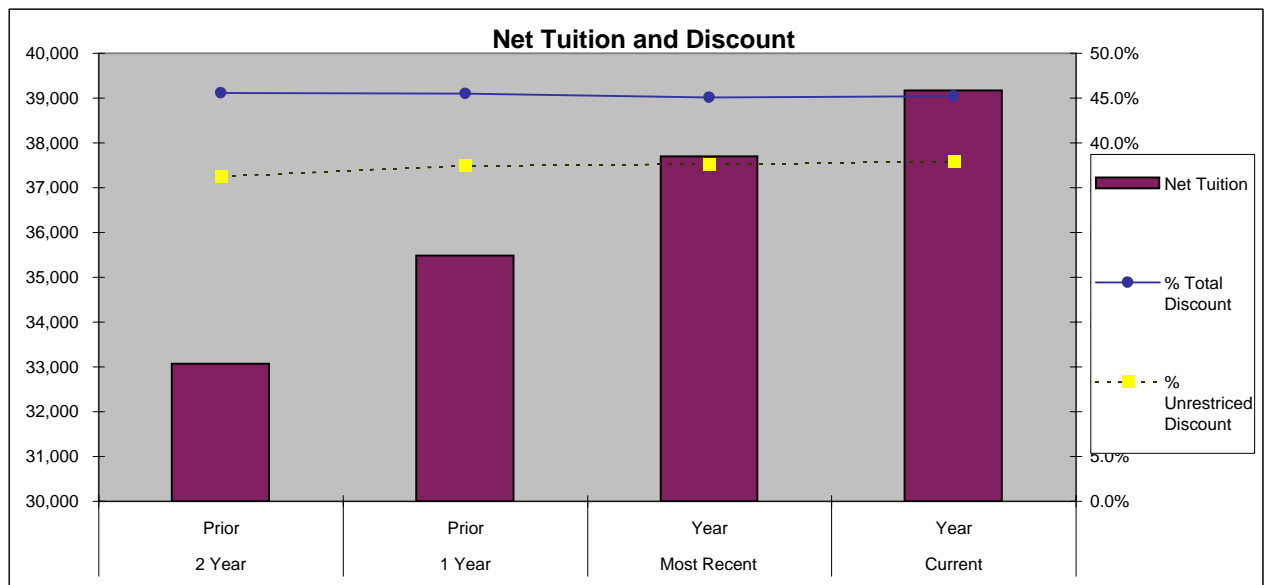
| Mount Holyoke College | 1 Year <u>Prior</u> 6302005 6302004 | Most Recent <u>Year</u> 6302006 6302005 | Current <u>Year Budget</u> 6302007 6302006 | Next Year <u>Forward</u> 6302008 6302007 | 2 Years <u>Forward</u> 6302009 6302008 |
|--|--|--|---|---|---|
| OPERATING | | | | | |
| <u>Revenue</u> | | | | | |
| Tuition & Fees | 7.2% | 5.4% | 4.2% | 6.7% | 4.5% |
| Less: Financial Aid | 7.2% | 4.4% | 4.5% | 4.5% | 5.1% |
| Net Tuition & Fees Revenue | <u>7.3%</u> | <u>6.2%</u> | <u>3.9%</u> | <u>8.5%</u> | <u>4.0%</u> |
| Gov't Appropriations | - | - | - | - | - |
| Contributions used in Operations | 26.9% | -34.4% | 9.2% | 5.1% | 2.0% |
| Endowment Income used in Operations | -9.4% | 0.3% | 12.3% | 5.0% | 5.0% |
| Federal & State Student Aid | -13.2% | 13.5% | -4.7% | 0.0% | 0.0% |
| Gov't & Private Sponsored Research | 27.4% | 17.9% | 1.3% | 9.6% | -1.1% |
| Other Income | 108.9% | 46.8% | 10.0% | -63.0% | -1.8% |
| Auxiliary Enterprises | 4.3% | 4.2% | 4.3% | 4.4% | 4.4% |
| Sales & Services of Educ Activities | 18.6% | -0.4% | -3.4% | 3.3% | 2.5% |
| Independent Operations | - | - | - | - | - |
| Total Revenues | <u>8.1%</u> | <u>-2.6%</u> | <u>6.0%</u> | <u>4.4%</u> | <u>3.7%</u> |
| Net Assets Released from Restrictions | <u>-34.5%</u> | <u>172.7%</u> | <u>-9.8%</u> | <u>-24.0%</u> | <u>-2.9%</u> |
| Total Revenues & Net Assets Release | <u><u>6.3%</u></u> | <u><u>2.1%</u></u> | <u><u>4.9%</u></u> | <u><u>2.7%</u></u> | <u><u>3.4%</u></u> |
| <u>Expenses</u> | | | | | |
| Instruction | 17.1% | 4.9% | 3.8% | 1.3% | 4.0% |
| Research | 18.4% | 1.7% | -3.3% | 2.5% | 0.6% |
| Public Service | - | - | - | - | - |
| Academic Services | -7.6% | 6.8% | 10.9% | 4.6% | 3.0% |
| Student Services | 10.8% | 7.1% | 0.1% | 3.2% | 3.0% |
| Institutional Support | 3.7% | 11.5% | 4.0% | 2.7% | 3.0% |
| Other Expense | - | - | -100.0% | - | - |
| Toal Education & General Expenses | <u>9.9%</u> | <u>7.2%</u> | <u>3.2%</u> | <u>2.4%</u> | <u>3.4%</u> |
| Auxiliary Enterprises | -18.6% | 3.4% | 4.4% | 4.1% | 3.6% |
| Independent Operations | - | - | - | - | - |
| Total Expenses | <u><u>3.2%</u></u> | <u><u>6.5%</u></u> | <u><u>3.4%</u></u> | <u><u>2.7%</u></u> | <u><u>3.4%</u></u> |
| Increase (Decrease) in Net Assets from Operations | <u><u>-2550.9%</u></u> | <u><u>-152.8%</u></u> | <u><u>-100.0%</u></u> | <u><u>-</u></u> | <u><u>-</u></u> |
| NON OPERATING | | | | | |
| Gifts, Bequests, NonOperating Contributions | - | - | | | |
| Restricted Equipment Purchases | - | - | | | |
| Reinvested Gains & Losses & Income from Investments | 16.2% | 103.0% | | | |
| Gains & Losses on Disposal of Property | 177.7% | -80.8% | | | |
| Other revenues and expenses, net | 87.2% | 1825.5% | | | |
| Increase (Decrease) in Net Assets from NonOperating Activity | <u>24.8%</u> | <u>244.5%</u> | | | |
| Increase (Decrease) in Unrestricted Net Asset: | <u><u>66.5%</u></u> | <u><u>149.9%</u></u> | | | |

CIHE DATA FORM SUMMARY 2
STATEMENT OF UNRESTRICTED REVENUES AND EXPENSES
 PERCENT OF TOTAL OPERATING BUDGET

| Mount Holyoke College | 2 Years <u>Prior</u> 6302004 | 1 Year <u>Prior</u> 6302005 | Most Recent <u>Year</u> 6302006 | Current <u>Year</u> 6302007 | Next Year <u>Forward</u> 6302008 | 2 Years <u>Forward</u> 6302009 |
|---|------------------------------------|-----------------------------------|---------------------------------------|-----------------------------------|--|--------------------------------------|
| OPERATING | | | | | | |
| <u>Revenue</u> | | | | | | |
| Net Tuition Revenue | 34.5% | 34.8% | 36.2% | 35.9% | 37.9% | 38.1% |
| Gov't Appropriations | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| Contributions used in Operations | 16.7% | 19.9% | 12.8% | 13.3% | 13.6% | 13.4% |
| Endowment Income used in Operations | 18.2% | 15.5% | 15.3% | 16.4% | 16.7% | 17.0% |
| Federal & State Student Aid | 0.7% | 0.6% | 0.7% | 0.6% | 0.6% | 0.6% |
| Gov't & Private Sponsored Research | 1.6% | 2.0% | 2.3% | 2.2% | 2.3% | 2.2% |
| Other Income | 0.9% | 1.7% | 2.4% | 2.5% | 0.9% | 0.9% |
| Auxiliary Enterprises | 21.6% | 21.2% | 21.6% | 21.5% | 21.8% | 22.0% |
| Sales & Services of Educ. Activities | 1.5% | 1.7% | 1.6% | 1.5% | 1.5% | 1.5% |
| Independent Operations | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| Total Revenues | <u>95.6%</u> | <u>97.3%</u> | <u>92.8%</u> | <u>93.8%</u> | <u>95.4%</u> | <u>95.7%</u> |
| Net Assets Released from Restrictions | 4.4% | 2.7% | 7.2% | 6.2% | 4.6% | 4.3% |
| Total Revenues & Net Assets Release | <u>100.0%</u> | <u>100.0%</u> | <u>100.0%</u> | <u>100.0%</u> | <u>100.0%</u> | <u>100.0%</u> |
| <u>Expenses</u> | | | | | | |
| Instruction | 35.9% | 39.6% | 40.7% | 40.3% | 39.7% | 39.9% |
| Research | 2.9% | 3.2% | 3.2% | 2.9% | 2.9% | 2.8% |
| Public Service | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| Academic Services | 12.4% | 10.8% | 11.3% | 12.0% | 12.2% | 12.1% |
| Student Services | 13.0% | 13.6% | 14.3% | 13.6% | 13.7% | 13.6% |
| Institutional Support | 12.4% | 12.1% | 13.2% | 13.1% | 13.1% | 13.0% |
| Other Expense | 0.0% | 0.0% | 0.6% | 0.0% | 0.0% | 0.0% |
| Toal Education & General Expenses | <u>76.6%</u> | <u>79.3%</u> | <u>83.2%</u> | <u>81.9%</u> | <u>81.6%</u> | <u>81.6%</u> |
| Auxiliary Enterprises | 23.5% | 18.0% | 18.2% | 18.1% | 18.4% | 18.4% |
| Independent Operations | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| Total Expenses | <u>100.1%</u> | <u>97.3%</u> | <u>101.4%</u> | <u>100.0%</u> | <u>100.0%</u> | <u>100.0%</u> |
| Increase (Decrease) in Net Assets from Operations | <u>-0.1%</u> | <u>2.7%</u> | <u>-1.4%</u> | <u>0.0%</u> | <u>0.0%</u> | <u>0.0%</u> |

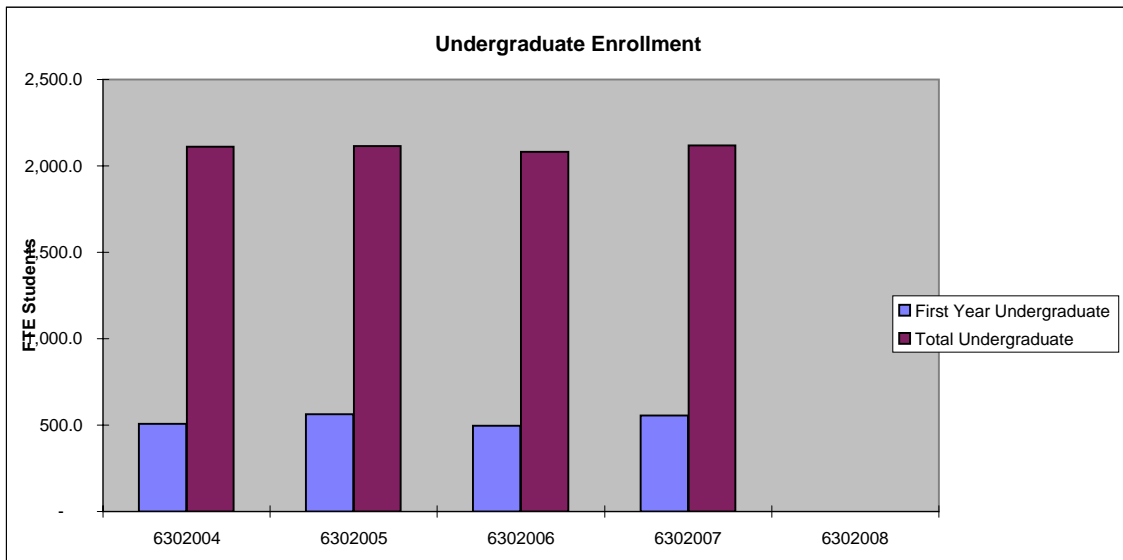
CIHE DATA FORM SUMMARY 3
STATEMENT OF UNRESTRICTED OPERATING REVENUES AND EXPENSES

| Mount Holyoke College | Most Recent Year <u>6302006</u> | Budget <u>6302006</u> | Variance <u>Actual v Budget</u> | Pct <u>Variance</u> |
|--|---------------------------------------|--------------------------|------------------------------------|------------------------|
| FROM OPERATIONS | | | | |
| <u>Revenue</u> | | | | |
| Tuition & Fees | 68,664 | 68,671 | (7) | 0.0% |
| Less: Financial Aid | 30,965 | 31,081 | (116) | -0.4% |
| Net Tuition & Fees Revenue | <u>37,699</u> | <u>37,590</u> | 109 | 0.3% |
| Gov't Appropriations | 0 | 0 | 0 | - |
| Contributions used in Operations (1) | 13,324 | 14,150 | (826) | -5.8% |
| Endowment Income used in Operations | 15,915 | 15,617 | 298 | 1.9% |
| Federal & State Student Aid | 682 | 800 | (118) | -14.8% |
| Gov't & Private Sponsored Research | 2,370 | 2,400 | (30) | -1.3% |
| Other Income | 2,518 | 2,701 | (183) | -6.8% |
| Auxiliary Enterprises | 22,499 | 22,817 | (318) | -1.4% |
| Sales & Services of Educ. Activities | 1,705 | 1,621 | 84 | 5.2% |
| Independent Operations | 0 | 0 | 0 | - |
| Total Revenues | <u>96,712</u> | <u>97,696</u> | (984) | -1.0% |
| Net Assets Released from Restrictions | <u>7,462</u> | <u>6,972</u> | 490 | 7.0% |
| Total Revenues & Net Assets Release | <u><u>104,174</u></u> | <u><u>104,668</u></u> | <u><u>(494)</u></u> | <u><u>-0.5%</u></u> |
| <u>Expenses</u> | | | | |
| Instruction | 42,379 | 42,146 | 233 | 0.6% |
| Research | 3,308 | 3,200 | 108 | 3.4% |
| Public Service | 0 | 0 | 0 | - |
| Academic Services | 11,781 | 12,408 | (627) | -5.1% |
| Student Services | 14,865 | 14,309 | 556 | 3.9% |
| Institutional Support | 13,744 | 13,311 | 433 | 3.3% |
| Other Expense | 598 | 0 | 598 | - |
| Toal Education & General Expenses | <u>86,675</u> | <u>85,374</u> | 1,301 | 1.5% |
| Auxiliary Enterprises | 18,974 | 19,294 | (320) | -1.7% |
| Independent Operations | 0 | 0 | 0 | - |
| Total Expenses | <u><u>105,649</u></u> | <u><u>104,668</u></u> | <u><u>981</u></u> | <u><u>0.9%</u></u> |
| Increase (Decrease) in Net Assets from Operations | <u><u>(1,475)</u></u> | <u><u>-</u></u> | <u><u>(1,475)</u></u> | <u><u>-</u></u> |
| Footnote: | | | | |
| (1) Includes receivables of: | 0 | 0 | 0 | - |



Mount Holyoke College

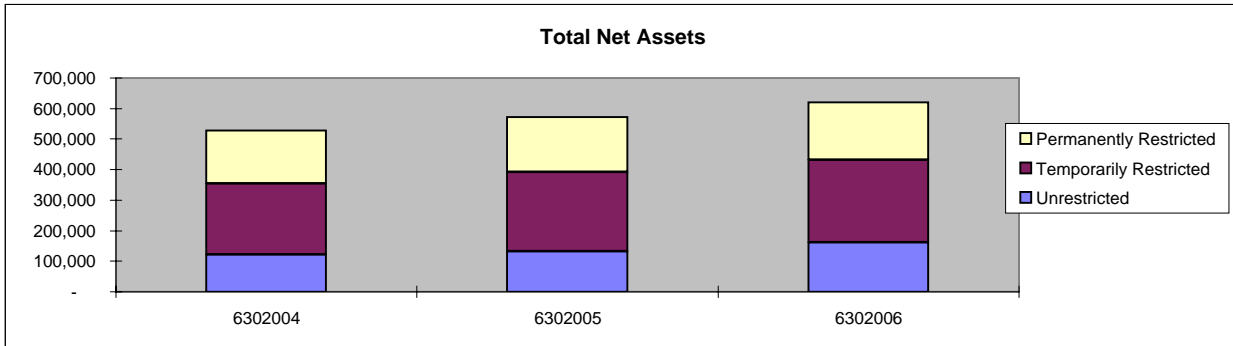
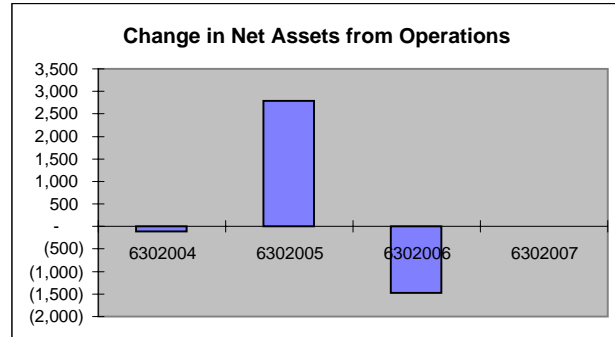
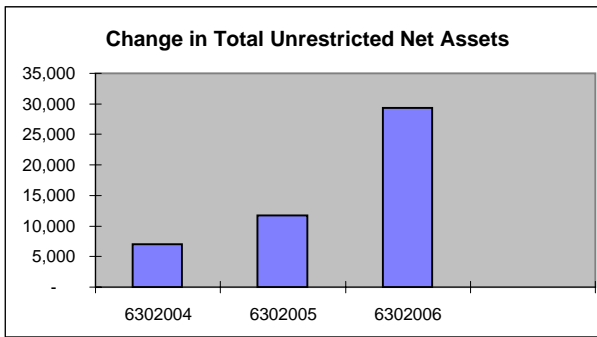
| | 2 Year <u>Prior</u> 6302004 | 1 Year <u>Prior</u> 6302005 | Most Recent <u>Year</u> 6302006 | Current <u>Year</u> 6302007 |
|--------------------------------|-----------------------------------|-----------------------------------|---------------------------------------|-----------------------------------|
| Tuition & Fees | 60,759 | 65,147 | 68,664 | 71,542 |
| Less: Financial Aid | 27,681 | 29,665 | 30,965 | 32,371 |
| Net Tuition | 33,078 | 35,482 | 37,699 | 39,171 |
| % Total Discount | 45.6% | 45.5% | 45.1% | 45.2% |
| Unrestricted Institutional Aid | 22,060 | 24,408 | 25,863 | 27,121 |
| % Unrestricted Discount | 36.3% | 37.5% | 37.7% | 37.9% |



Mount Holyoke College

FTE Enrollment

| | <u>6302004</u> | <u>6302005</u> | <u>6302006</u> | <u>6302007</u> | <u>6302008</u> |
|--------------------------|----------------|----------------|----------------|----------------|----------------|
| First Year Undergraduate | 508.0 | 562.0 | 498.0 | 556.0 | - |
| Total Undergraduate | 2,112.3 | 2,113.5 | 2,081.7 | 2,118.0 | - |



Mount Holyoke College

| | <u>6302004</u> | <u>6302005</u> | <u>6302006</u> | <u>6302007</u> |
|--|----------------|----------------|----------------|----------------|
| Chg in Unrestricted Net Assets from Operatic | (114) | 2,794 | (1,475) | - |
| Chg in Total Unrestricted Net Assets | 7,048 | 11,734 | 29,319 | - |

| | <u>6302004</u> | <u>6302005</u> | <u>6302006</u> |
|-------------------------|----------------|----------------|----------------|
| Unrestricted | 120,552 | 132,286 | 161,605 |
| Temporarily Restricted | 233,028 | 259,463 | 270,908 |
| Permanently Restricted | 173,790 | 179,633 | 187,958 |
| Total Net Assets | 527,370 | 571,382 | 620,471 |

MOUNT HOLYOKESM

FINANCIAL REPORT
2005-2006

Mount Holyoke College
South Hadley, Massachusetts

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MOUNT HOLYOKE COLLEGE

Financial Report

2005-06

Narrative

Overall, the year ending June 30, 2006, was a strong year financially for Mount Holyoke. While the College experienced a small budget deficit of \$1.2 million, due to larger than budgeted increases in energy and insurance costs, it also saw significant increases in endowment market value and net asset levels.

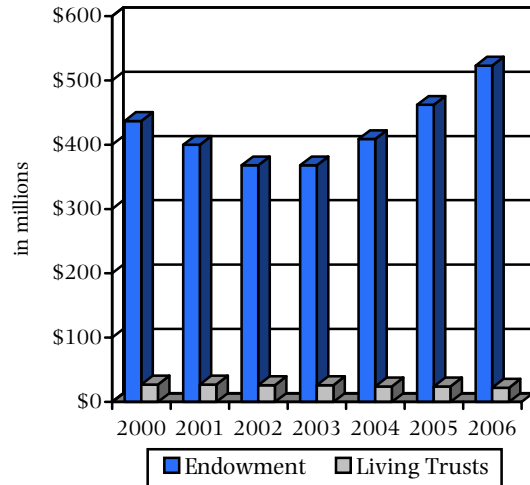
The past year has focused on planning in two major areas. First, preparing for a fundraising campaign, with a goal of \$300 million and a kickoff planned for October 2006. And second, continuing the design for the first new residence hall to be constructed at Mount Holyoke in 30 years. This new facility will provide an additional 176 beds, allowing the College to ease a very overcrowded residential program and providing the swing space needed to begin significant renovations to the existing residence halls. Construction is scheduled to begin in the fall of 2006 and to be completed in the summer of 2008.

Statement of Financial Position

The Statement of Financial Position reports the College's assets, liabilities and net assets for the year. Total assets grew 8.1 percent, increasing from \$671.3 million in 2004-05 to \$725.5 million in 2005-06. The primary area of asset growth was investments, resulting from strong market returns. Cash and cash equivalents were lower than the previous year due to an accumulation of spending for construction projects, which will be reimbursed upon completion of the tax-exempt bond issue due to close on August 1, 2006. Contributions receivable also declined, reflecting the paying down of outstanding pledges from the previous fundraising campaign.

The market value of endowment rose to \$523.2 million in 2005-06, representing a total return of 14.7 percent. Life income funds declined to about \$22 million, reflecting the gradual maturing of existing funds and more institutional emphasis on outright gifts.

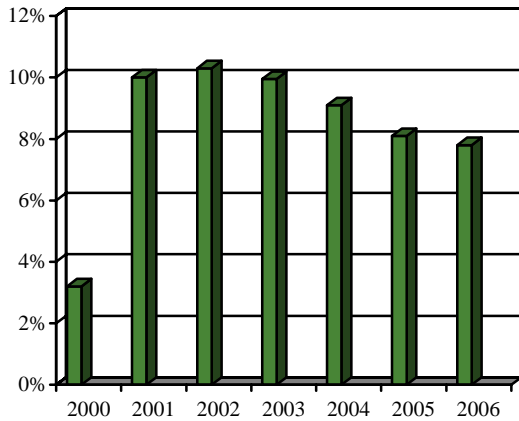
Market Value of Investments



Total liabilities increased by \$5.2 million as decreases in split-interest obligations and bonds payable were more than offset by increases in notes payable (which will be reimbursed by the upcoming borrowing) and other liabilities. The other liabilities change is primarily the result of the College's adoption of FIN 47, which requires the recording of the estimated liability for any legal obligation associated with the future retirement of assets. For Mount Holyoke, this relates primarily to the future disposal of asbestos, and these financial statements reflect the initial liability of \$7.4 million plus the increment for 2005-06.

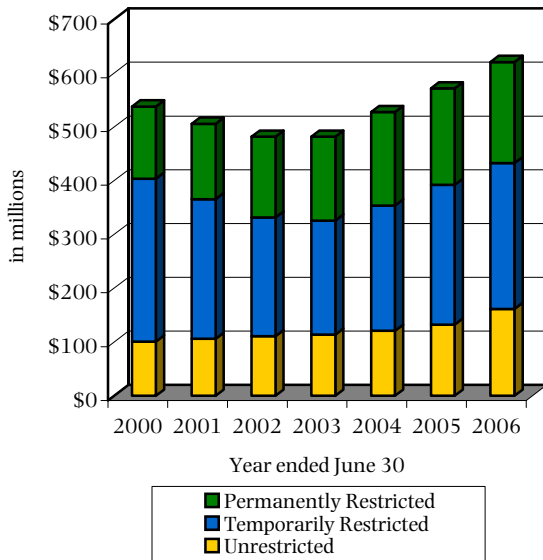
The ratio of assets to liabilities improved slightly to 6.9/1 in 2005-06. The ratio of debt as a percentage of total assets dropped, from 8.1 percent in 2004-05 to 7.8 percent in 2005-06.

Debt to Assets



Mount Holyoke's net assets increased by 8.6 percent, from \$571.4 million in 2004-05 to \$620.5 million in 2005-06.

Net Assets



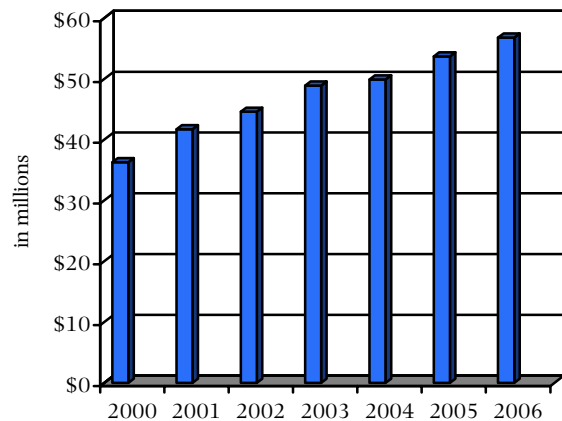
Unrestricted net assets, which provide the institution with the maximum flexibility, increased by 22.2 percent this past year, equaling \$161.6 million at June 30, 2006, and representing 26.0 percent of total net assets. Temporarily restricted net assets, a category that includes spendable invested funds whose restricted purposes have not yet been met and undistributed gains from endowment, represented 43.7 percent of total net assets and ended the year at \$270.9 million, up \$11.4 million from the June 30, 2005 level. Permanently restricted net assets, representing the original principal value of true endowment funds,

were 30.3 percent of total net assets and ended the year at \$188.0 million, up \$8.3 million from the prior year.

Statement of Activities

The Statement of Activities presents the College's revenues and expenses for 2005-06 and reports the changes in net assets during the year. The overall results of operations for 2005-06 was a decrease of \$6.8 million. This figure combines the College's budget deficit of \$1.2 million with a \$1.5 million decrease in the value of split-interest agreements, a \$600,000 decrease in the value of the College's outstanding interest rate swaps and \$3.5 million of unrestricted bequests transferred to the endowment. Operating revenues decreased by \$6.3 million, primarily as a result of decreases in contribution levels during this interval between fundraising campaigns. Revenue from net student charges (tuition, room and board less financial aid) increased by \$3.1 million, up 5.8 percent. The cost of financial aid increased to \$31.0 million, up from \$29.7 million in 2004-05.

Net Student Charges



Expenses were up 6.6 percent during 2005-06. The pattern of expenditures emphasizes the College's core priorities—instruction and research, academic support and libraries, and student services—with only 13.7 percent of the expenditures supporting fundraising, alumnae relations and institutional support. The cost of physical facilities, including utilities, maintenance, depreciation and interest on facilities debt, was allocated to each functional area based on square footage occupied.

Mount Holyoke has chosen to separate the activities affecting the endowment from the rest of the College's activities and to report them in a second section of the Statement of Activities. This makes it possible to see both the College's operating activities and investment activities each year. The endowment section of the Statement of Activities displays the total investment return for the year and identifies amounts distributed for operating purposes, which also appear in the operating section of the schedule. Endowment and similar net assets increased in 2005-06 by \$14.6 million.

Statement of Cash Flows

The Statement of Cash Flows provides information on the sources and uses of cash during the year. Mount Holyoke uses the indirect method of presenting the cash flow statement to make the financial statements more comparable to those of other colleges and universities.

Operating activities used \$17.7 million in 2005-06, with the largest change being the realized and unrealized gains on investments. Cash flow from investing activities represented a net use of \$8.9 million, down from \$11.4 million the previous year, again reflecting the flows of investment purchases and sales. Cash from financing activities provided an \$18.6 million net addition to cash.

Overall, cash and cash equivalents at the end of 2005-06 were \$5.7 million, compared with \$13.7 million at June 30, 2005.



KPMG LLP
One Financial Plaza
Hartford, CT 06103-4103

Independent Auditors' Report

The Board of Trustees
Mount Holyoke College:

We have audited the accompanying statement of financial position of Mount Holyoke College as of June 30, 2006, and the related statements of activities and cash flows for the year then ended. These financial statements are the responsibility of Mount Holyoke College. Our responsibility is to express an opinion on these financial statements based on our audit. The financial statements of Mount Holyoke College as of June 30, 2005 were audited by other auditors whose report dated October 17, 2005 expressed an unqualified opinion on those statements.

We conducted our audit in accordance with auditing standards generally accepted in the United States of America. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstatement. An audit includes consideration of internal control over financial reporting as a basis for designing audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of Mount Holyoke College's internal control over financial reporting. Accordingly, we express no such opinion. An audit includes examining, on a test basis, evidence supporting the amounts and disclosures in the financial statements, assessing the accounting principles used and significant estimates made by management, as well as evaluating the overall financial statement presentation. We believe that our audit provides a reasonable basis for our opinion.

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of Mount Holyoke College as of June 30, 2006, and the changes in its net assets and its cash flows for the year then ended in conformity with U.S. generally accepted accounting principles.

KPMG LLP

November 2, 2006

MOUNT HOLYOKE COLLEGE
Statements of Financial Position
June 30, 2006 and 2005 (in thousands)

| | <u>2006</u> | <u>2005</u> |
|---|-------------------|-------------------|
| Assets | | |
| Cash and cash equivalents | \$ 5,684 | \$ 13,732 |
| Short-term investments | 447 | 151 |
| Accounts and notes receivable, net | 3,648 | 3,249 |
| Contributions receivable, net | 19,132 | 22,697 |
| Inventory, prepaid expenses and deferred charges | 2,015 | 2,150 |
| Student loans, net | 15,452 | 15,064 |
| Funds held by bond trustee | 3,598 | 3,554 |
| Land, buildings, equipment and collections, net | 140,657 | 137,017 |
| Investments | 530,238 | 469,498 |
| Other assets | 4,633 | 4,148 |
| Total assets | <u>\$ 725,504</u> | <u>\$ 671,260</u> |
| | | |
| Liabilities and net assets | | |
| Accounts payable and accrued liabilities | 9,003 | 9,203 |
| Notes payable | 4,000 | 0 |
| Deposits and deferred revenue | 3,780 | 3,288 |
| Split-interest obligations | 18,890 | 21,134 |
| Bonds payable | 52,229 | 54,411 |
| Other liabilities | 12,564 | 7,267 |
| Refundable advances — government student loan funds | 4,567 | 4,575 |
| Total liabilities | <u>105,033</u> | <u>99,878</u> |
| | | |
| Net assets | | |
| Unrestricted | 161,605 | 132,286 |
| Temporarily restricted | 270,908 | 259,463 |
| Permanently restricted | 187,958 | 179,633 |
| Total net assets | <u>620,471</u> | <u>571,382</u> |
| Total liabilities and net assets | <u>\$ 725,504</u> | <u>\$ 671,260</u> |

The accompanying notes are an integral part of the financial statements.

MOUNT HOLYOKE COLLEGE
Statement of Activities
For the year ended June 30, 2006 (in thousands)

| | <u>Unrestricted</u> | <u>Temporarily Restricted</u> | <u>Permanently Restricted</u> | <u>Total</u> |
|--|---------------------|-------------------------------|-------------------------------|-------------------|
| Revenues | | | | |
| Student tuition, room, board and other fees | \$ 87,772 | | | \$ 87,772 |
| Less student aid | (30,965) | | | (30,965) |
| | <u>56,807</u> | | | <u>56,807</u> |
| Contributions | 10,245 | \$ 4,054 | \$ (867) | 13,432 |
| Grants and contracts | 2,370 | 870 | | 3,240 |
| Other revenue | 2,590 | | 62 | 2,652 |
| Change in value of split-interest agreements | | (1,390) | (108) | (1,498) |
| Endowment return distributed for operations | 3,264 | 12,651 | | 15,915 |
| Net assets released from program restrictions | 23,874 | (23,874) | | |
| Other changes | | (122) | | (122) |
| | <u>99,150</u> | <u>(7,811)</u> | <u>(913)</u> | <u>90,426</u> |
| Expenses | | | | |
| Instruction and research | 45,687 | | | 45,687 |
| Academic support and libraries | 11,781 | | | 11,781 |
| Student services, residence halls and food service | 28,710 | | | 28,710 |
| Fund raising and alumnae relations | 6,032 | | | 6,032 |
| Institutional support | 7,712 | | | 7,712 |
| Other deductions | 598 | | | 598 |
| | <u>100,520</u> | | | <u>100,520</u> |
| Transfers from/(to) endowment | <u>3,612</u> | <u>(321)</u> | <u>(24)</u> | <u>3,267</u> |
| | 2,242 | (8,132) | (937) | (6,827) |
| Endowment and similar net assets | | | | |
| Contributions | 6 | 60 | 7,745 | 7,811 |
| Total endowment investment return | 15,433 | 54,340 | | 69,773 |
| Endowment return distributed for operations | (3,264) | (12,651) | | (15,915) |
| Transfers from/(to) operations | (3,612) | 321 | 24 | (3,267) |
| Net assets released from restrictions | 23,393 | (23,201) | (192) | - |
| Other changes | 48 | 708 | 1,685 | 2,441 |
| | <u>32,004</u> | <u>19,577</u> | <u>9,262</u> | <u>60,843</u> |
| Total change in net assets before pension adjustment and cumulative effect of accounting change | <u>34,246</u> | <u>11,445</u> | <u>8,325</u> | <u>54,016</u> |
| Additional minimum pension liability adjustment | 1,748 | | | 1,748 |
| Cumulative effect of change in accounting principle | (6,675) | | | (6,675) |
| Total change in net assets | <u>29,319</u> | <u>11,445</u> | <u>8,325</u> | <u>49,089</u> |
| Net assets, beginning of year | 132,286 | 259,463 | 179,633 | 571,382 |
| Net assets, end of year | <u>\$ 161,605</u> | <u>\$ 270,908</u> | <u>\$ 187,958</u> | <u>\$ 620,471</u> |

The accompanying notes are an integral part of the financial statements.

MOUNT HOLYOKE COLLEGE
Statement of Activities
For the year ended June 30, 2005 (in thousands)

| | Unrestricted | Temporarily Restricted | Permanently Restricted | Total |
|---|---------------------|-----------------------------------|-----------------------------------|-------------------|
| Revenues | | | | |
| Student tuition, room, board and other fees | \$ 83,364 | | | \$ 83,364 |
| Less student aid | (29,665) | | | (29,665) |
| | <u>53,699</u> | | | <u>53,699</u> |
| Contributions | 14,925 | \$ 3,845 | \$ 1,507 | 20,277 |
| Grants and contracts | 2,011 | 873 | | 2,884 |
| Other revenue | 2,405 | | 44 | 2,449 |
| Change in value of split-interest agreements | | (437) | 183 | (254) |
| Endowment return distributed for operations | 2,213 | 13,648 | | 15,861 |
| Net assets released from program restrictions | 22,369 | (22,369) | | |
| Other changes | | 1,769 | | 1,769 |
| | <u>97,622</u> | <u>(2,671)</u> | <u>1,734</u> | <u>96,685</u> |
| Expenses | | | | |
| Instruction and research | 43,639 | | | 43,639 |
| Academic support and libraries | 11,028 | | | 11,028 |
| Student services, residence halls and food service | 27,289 | | | 27,289 |
| Fund raising and alumnae relations | 5,528 | | | 5,528 |
| Institutional support | 6,797 | | | 6,797 |
| | <u>94,281</u> | | | <u>94,281</u> |
| Transfers to endowment | <u>(2,517)</u> | <u>(916)</u> | | <u>(3,433)</u> |
| | 824 | (3,587) | 1,734 | (1,029) |
| Endowment and similar net assets | | | | |
| Contributions | | 21 | 3,759 | 3,780 |
| Total endowment investment return | 7,601 | 44,572 | | 52,173 |
| Endowment return distributed for operations | (2,213) | (13,648) | | (15,861) |
| Transfers from operations | 2,517 | 916 | | 3,433 |
| Other changes | 4,218 | (1,839) | 350 | 2,729 |
| | <u>12,123</u> | <u>30,022</u> | <u>4,109</u> | <u>46,254</u> |
| Total change in net assets before pension adjustment | <u>12,947</u> | <u>26,435</u> | <u>5,843</u> | <u>45,225</u> |
| Additional minimum pension liability adjustment | (1,213) | | | (1,213) |
| Total change in net assets | <u>11,734</u> | <u>26,435</u> | <u>5,843</u> | <u>44,012</u> |
| Net assets, beginning of year | 120,552 | 233,028 | 173,790 | 527,370 |
| Net assets, end of year | <u>\$ 132,286</u> | <u>\$ 259,463</u> | <u>\$ 179,633</u> | <u>\$ 571,382</u> |

The accompanying notes are an integral part of the financial statements.

MOUNT HOLYOKE COLLEGE

Statements of Cash Flows

For the years ended June 30, 2006 and 2005 (in thousands)

| | <u>2006</u> | <u>2005</u> |
|---|-----------------|------------------|
| Cash flow from operating activities | | |
| Increase in net assets | \$ 49,089 | \$ 44,012 |
| Adjustments to reconcile increase in net assets to net cash used in operating activities | | |
| Depreciation and amortization | 9,622 | 9,606 |
| Cumulative change of effect in accounting principle | 6,675 | 0 |
| Additional minimum pension liability | (1,748) | 1,213 |
| Change in interest rate swap liability | (3,690) | 4,051 |
| Contributions restricted for investments | (15,323) | (14,421) |
| Gifts in kind | (160) | (226) |
| Change in value of split interest agreements | (1,447) | (318) |
| Realized and unrealized gains on investments | (63,742) | (45,962) |
| Gain on disposal of plant assets | (105) | (547) |
| Changes in operating assets and liabilities | | |
| Accounts and notes receivable | (399) | (439) |
| Contributions receivable | 3,565 | 8,061 |
| Inventory , prepaid expenses and deferred charges | 117 | (64) |
| Other assets and liabilities | 1,811 | (576) |
| Accounts payable and accrued liabilities | (247) | 1,191 |
| Deposits and deferred revenue | 492 | 366 |
| Change in split income obligations | (2,244) | 9 |
| Net cash (used in) provided by operating activities | <u>(17,734)</u> | <u>5,956</u> |
| Cash flow from investing activities | | |
| Purchase of plant and equipment | (11,638) | (10,266) |
| Proceeds from sale of plant assets | 454 | 938 |
| Net change in loans | (388) | (615) |
| Purchases of investments | (216,214) | (224,002) |
| Proceeds from sales and maturities of investments | 219,215 | 222,294 |
| Net change in short term investments | (296) | 301 |
| Change in construction funds deposited with trustee | (44) | (55) |
| Net cash used in investing activities | <u>(8,911)</u> | <u>(11,405)</u> |
| Cash flow from financing activities | | |
| Proceeds from contributions for | | |
| Investment in endowment | 11,623 | 9,251 |
| Investment in planned giving | 1,746 | 1,343 |
| Plant and equipment | 1,954 | 3,827 |
| Change in value of split interest agreements | 1,447 | 318 |
| Change in federal student loan funds | (8) | 85 |
| Proceeds from line of credit | 6,000 | 0 |
| Payments on bonds payable and line of credit | (4,165) | (2,060) |
| Net cash provided by financing activities | <u>18,597</u> | <u>12,764</u> |
| Net change in cash and cash equivalents | (8,048) | 7,315 |
| Cash and cash equivalents, beginning of year | 13,732 | 6,417 |
| Cash and cash equivalents, end of year | <u>\$ 5,684</u> | <u>\$ 13,732</u> |
| Supplemental disclosure | | |
| Interest paid | \$ 2,579 | \$ 2,700 |
| Fixed asset purchases included in accounts payable | 2,528 | 734 |

The accompanying notes are an integral part of the financial statements.

MOUNT HOLYOKE COLLEGE
Notes to Financial Statements
June 30, 2006 and 2005

1. Accounting Policies

a. Description of Organization

Mount Holyoke College (the "College") is an independent, residential, liberal arts college. A pioneer and leader in the world-wide education of women since its founding in 1837, the College is the oldest continuing institution of higher learning for women in the nation. The College is a tax-exempt organization as described in Section 501(c)(3) of the Internal Revenue Code and is generally exempt from income taxes pursuant to Section 501(a) of the Code.

b. Basis of Financial Presentation

The financial statements have been prepared on the accrual basis of accounting. The preparation of financial statements in conformity with U.S. generally accepted accounting principles requires management to make estimates and assumptions that affect the reported amounts of assets and liabilities and disclosure of contingent assets and liabilities at the date of the financial statements and the reported amounts of revenues and expenses during the reporting period. Actual results could differ from those estimates. The College's significant estimates include the valuation of its investments, the allowance for uncollectible contributions, student loans and accounts receivable, the useful lives of buildings, equipment and collections, the assumptions related to its pension benefit obligations and its liability for split-interest agreements.

c. Classification of Net Assets

Net assets and revenues, expenses, gains, and losses are classified based on the existence or absence of donor-imposed restrictions. In the accompanying financial statements, net assets that have similar characteristics have been combined as follows:

Permanently Restricted — Net assets subject to donor-imposed stipulations that they be maintained permanently by the College.

Temporarily Restricted — Net assets whose use by the College is subject to legal or donor-imposed stipulations that can be fulfilled by actions of the College or that expire by the passage of time.

Unrestricted — Net assets that are not subject to donor-imposed stipulations. Net assets may be designated for specific purposes by action of the Board of Trustees or may otherwise be limited by contractual agreements with outside parties.

MOUNT HOLYOKE COLLEGE
Notes to Financial Statements
June 30, 2006 and 2005

Following is a summary (in thousands) of the College's net asset balances in the accompanying Statements of Financial Position.

| | Unrestricted Net Assets | Temporarily Restricted Net Assets | Permanently Restricted Net Assets |
|--|----------------------------|---|---|
| June 30, 2006 | | | |
| Current unrestricted | \$ 4,983 | | |
| Current restricted | | \$ 8,960 | |
| Permanent/term endowment | | 252,621 | \$ 162,984 |
| Quasi-endowment | 91,049 | | |
| Living trust funds | 3,432 | 5,774 | 7,771 |
| Unexpended plant | | | |
| Unrestricted | (562) | | |
| Restricted | | 396 | |
| Investment in plant | 59,055 | | |
| Student loan funds | 3,648 | | 1,228 |
| | <u>161,605</u> | <u>267,751</u> | <u>171,983</u> |
| Contributions and grants receivable | | 3,157 | 15,975 |
| | <u>\$ 161,605</u> | <u>\$ 270,908</u> | <u>\$ 187,958</u> |

| | Unrestricted Net Assets | Temporarily Restricted Net Assets | Permanently Restricted Net Assets |
|--|----------------------------|---|---|
| June 30, 2005 | | | |
| Current unrestricted | \$ (902) | | |
| Current restricted | | \$ 14,484 | |
| Permanent/term endowment | | 210,875 | \$ 153,563 |
| Quasi-endowment | 58,377 | 23,393 | |
| Living trust funds | 4,100 | 5,939 | 6,745 |
| Unexpended plant | | | |
| Unrestricted | (495) | | |
| Restricted | | 211 | |
| Investment in plant | 67,612 | | |
| Student loan funds | 3,594 | | 1,189 |
| | <u>132,286</u> | <u>254,902</u> | <u>161,497</u> |
| Contributions and grants receivable | | 4,561 | 18,136 |
| | <u>\$ 132,286</u> | <u>\$ 259,463</u> | <u>\$ 179,633</u> |

Accumulated net realized and unrealized gains of endowment and similar funds included in temporarily restricted net assets were approximately \$252,515,000 and \$222,106,000 as of June 30, 2006 and 2005, respectively.

MOUNT HOLYOKE COLLEGE
Notes to Financial Statements
June 30, 2006 and 2005

As a result of market declines, the fair market value of certain donor-restricted endowments at June 30, 2005 was less than the historical cost value of such funds by \$174,112. These unrealized losses have been recorded as reductions in unrestricted net assets. Market gains during FY2005-06 were used to fully restore this deficiency in unrestricted net assets.

d. Classification of Revenues, Expenses, Gains and Losses

Revenues from sources other than contributions are reported as increases in unrestricted net assets. Contributions are reported as increases in the appropriate category of net assets. Expenses are reported as decreases in unrestricted net assets. Gains and losses on investments are reported as increases or decreases in unrestricted net assets unless their use is restricted by explicit donor stipulations or by law. Expirations of temporary restrictions recognized on net assets (i.e., the donor stipulated purpose has been fulfilled and/or the stipulated time period has elapsed) are reported as net assets released from program restrictions. Temporary restrictions on gifts to acquire long-lived assets are considered met in the period in which the assets are acquired or placed in service.

Amounts reflected as revenues and expenses on the Statements of Activities include activities that relate to ongoing operations of the College, as well as the accrual of promises to give made by donors during the reporting period. Endowment and similar net assets include assets received that have been designated by donors or the trustees for investment to provide future revenue to the College for its programs and activities.

Contributions, including unconditional promises to give, are recognized as revenues in the period received. Contributions received with donor imposed restrictions are reported as permanently or temporarily restricted revenues depending upon the specific restriction. Conditional promises to give are not recognized until the conditions on which they depend are substantially met. Contributions of assets other than cash are recorded at their estimated fair value at the date of the gift. Contributions to be received after one year are discounted at a risk-free rate appropriate for the expected payment term. Amortization of the discount is recorded as contribution revenue in the appropriate net asset category. Allowance is made for uncollectible contributions based upon management's judgment and analysis of the creditworthiness of the donors, past collection experience and other relevant information.

e. Investments

Investments are stated at fair value. Publicly traded securities are valued at closing sale prices, or in the absence of a recorded sale, at closing bid prices. Direct investments in real estate are valued on the basis of periodic independent appraisals. Investments in units of non-publicly traded pooled funds are valued by management using the unit value determined by the fund's administrator based upon quoted market prices of the underlying securities. Private equities and certain other non-marketable securities held through limited partnerships are valued by management using current estimates of fair value obtained from the general partner or external investment manager for the respective funds.

The College believes that the carrying amount of its alternative instruments is a reasonable estimate of fair value as of June 30, 2006 and 2005. Because alternative investments are not readily marketable, the estimated value is subject to uncertainty and, therefore, may differ from the value that would have been used had a ready market for the investments existed. Such differences could be material.

Investment securities are exposed to various risks, such as interest rate, market and credit risks. Due to the level of risk associated with certain investment securities, it is possible that changes in values of investment securities could occur in the near term and that such changes could materially affect investment balances and activity included in the financial statements.

Short-term investments are stated at cost which approximates fair value. Securities received as gifts are recorded at fair value on the date of the gift.

The College's investments at June 30, 2006 include amounts due from brokers of approximately \$2,266,000 and amounts due to brokers of approximately \$1,889,000. At June 30, 2005 the amounts due from and due to brokers were approximately \$1,431,000 and \$1,735,000, respectively.

MOUNT HOLYOKE COLLEGE
Notes to Financial Statements
June 30, 2006 and 2005

Included in the College's investments are 100% ownership interests in Center Redevelopment Corporation (CRC) and Center Business Corporation (CBC).

f. Endowment Return Spending Policy

Endowment and annuity funds share in an investment pool on a unit market value basis. Funds are added to and withdrawn from the pool at the then current unit market value of the pooled assets. Life income funds are invested and also accounted for on a unit market value basis in two separate investment pools.

The College uses a total return approach to managing endowment investments. Funds are invested to maximize total return consistent with prudent risk without regard to the mix of current investment income and realized and unrealized gains or losses.

Investment return is distributed for operations on a unit share basis. The College has an endowment total return spending policy limiting the annual distribution of return within a range of 4% to 6% of a twelve quarter average market value. For fiscal years 2006 and 2005, the College elected to distribute 4.9% and 5.0% respectively of the average of the prior twelve quarter-end market values, as of December 31, 2004 and December 31, 2003, respectively, less outstanding debt.

The total investment return earned on the endowment and annuity investment pool for the years ended June 30, 2006 and 2005 are as follows (in thousands):

| | <u>2006</u> | <u>2005</u> |
|-----------------------------------|------------------|------------------|
| Investment income | \$ 5,713 | \$ 5,682 |
| Realized and unrealized gains | 64,060 | 46,491 |
| Total endowment investment return | <u>69,773</u> | <u>52,173</u> |
| Annuity investment return | (194) | 2,115 |
| Total investment return | <u>\$ 69,579</u> | <u>\$ 54,288</u> |

g. Land, Buildings, Equipment and Collections

All plant assets are stated at cost except gifts in kind, which are recorded at their estimated fair value on the date of the gift. Depreciation is computed on a straight-line basis over the estimated useful lives of the assets. Construction in progress is not depreciated until placed in service. When plant assets are retired or disposed of, the cost and related accumulated depreciation are removed and any resulting gain or loss is reflected in the Statements of Activities.

The College recognizes the fair value of a liability for legal obligations associated with asset retirements in the period in which the obligation is incurred, in accordance with Statement of Financial Accounting Standards (SFAS) No. 143 and Interpretation No. 47 (FIN 47), if a reasonable estimate of the fair value of the obligation can be made. When the liability is initially recorded, the College capitalizes the cost of the asset retirement obligation by increasing the carrying amount of the related long lived asset. The liability is accreted to its present value each period, and the capitalized cost associated with the retirement obligation is depreciated over the useful life of the related asset. Upon settlement of the obligation, any difference between the cost to settle the asset retirement obligation and the liability recorded is recognized as a gain or loss in the Statements of Activities.

h. Fair Value of Financial Instruments

Fair value approximates carrying value for cash and cash equivalents, notes, loans and accounts receivable.

The fair value of bonds payable is estimated using discounted cash flow analyses, based on current incremental borrowing rates for similar types of borrowing arrangements.

MOUNT HOLYOKE COLLEGE
Notes to Financial Statements
June 30, 2006 and 2005

i. Statement of Cash Flows

For the purpose of the Statements of Cash Flows, the College considers cash and cash equivalents to be cash in banks and money market funds generally due within three months of when purchased.

2. Accounts and Notes Receivable

Accounts, including student accounts, and notes receivable are net of an allowance for doubtful accounts of \$450,000 at June 30, 2006 and 2005.

3. Contributions Receivable

Contributions receivable, at June 30, 2006 and 2005, are summarized as follows (in thousands):

Contributions to be collected:

| | <u>2006</u> | <u>2005</u> |
|---|------------------|------------------|
| Within one year | \$ 3,312 | \$ 4,576 |
| In one to five years | 9,574 | 10,340 |
| After five years | <u>17,889</u> | <u>18,448</u> |
| | 30,775 | 33,364 |
| Less: discount to present value | <u>(10,663)</u> | <u>(9,527)</u> |
| | 20,112 | 23,837 |
| Less: allowance for uncollectible contributions | <u>(980)</u> | <u>(1,140)</u> |
| | <u>\$ 19,132</u> | <u>\$ 22,697</u> |

Discount rates for contributions receivable range from 3.6% to 6.0%, depending upon the fiscal year in which the pledge was made.

4. Student Loans

Student loans are net of an allowance for doubtful accounts of \$2,350,000 and \$2,250,000 at June 30, 2006 and 2005, respectively.

5. Land, Buildings, Equipment and Collections

Land, buildings, equipment and collections consist of the following (in thousands) at June 30:

| | <u>2006</u> | <u>2005</u> |
|-------------------------------------|-------------------|-------------------|
| Land and land improvements | \$ 12,105 | \$ 11,855 |
| Buildings | 165,113 | 158,947 |
| Vehicles, equipment and furnishings | 56,575 | 54,904 |
| Art and library collections | <u>27,418</u> | <u>25,358</u> |
| | 261,211 | 251,064 |
| Less accumulated depreciation | <u>(126,891)</u> | <u>(116,401)</u> |
| | 134,320 | 134,663 |
| Construction in progress | 6,337 | 2,354 |
| | <u>\$ 140,657</u> | <u>\$ 137,017</u> |

MOUNT HOLYOKE COLLEGE
Notes to Financial Statements
June 30, 2006 and 2005

The College capitalized approximately \$165,000 and \$126,000 of interest on various construction projects during the years ended June 30, 2006 and 2005, respectively.

Depreciation expense for the College was \$9,603,241 and \$9,578,257 for the years ended June 30, 2006 and 2005, respectively.

As of July 1, 2005, the College adopted the provisions of FASB Interpretation No. 47 (FIN 47) to account for conditional asset retirement obligations. Based on the guidance of FIN 47, the College determined that it had conditional asset retirement obligations at that date. Accordingly, the College has recognized \$6,675,226 as the cumulative effect of change in accounting principle in the Statement of Activities. As of June 30, 2006, \$7,684,972 of conditional asset retirement obligations is included within other liabilities on the Statements of Financial Position.

MOUNT HOLYOKE COLLEGE
Notes to Financial Statements
June 30, 2006 and 2005

6. Investments

Investments held by the endowment and living trust funds at June 30, 2006 and 2005 are as follows (in thousands):

| June 30, 2006 | | | | | | | |
|-------------------------|---|--------------------------------|--------------------------------|-----------------------------------|-----------------------------------|---------------------|---------------|
| | General Endowment and Annuity Pool | Unpooled Endowment Funds | Mead Life Income Pool | Woolley Life Income Pool | Unitrusts and Similar Funds | Total Fair Value | Percent |
| Investments | | | | | | | |
| Fixed income securities | \$ 61,624 | \$ 119 | \$ 3,740 | \$ 7,898 | \$ 1,697 | \$ 75,078 | 14.2% |
| Domestic equities | 169,827 | 5 | 2,493 | | 4,091 | 176,416 | 33.3% |
| International equities | 85,156 | | 409 | | 672 | 86,237 | 16.3% |
| Absolute return | 73,177 | | | | | 73,177 | 13.8% |
| Private equities | 36,910 | | | | | 36,910 | 7.0% |
| Venture capital | 16,464 | | | | | 16,464 | 3.0% |
| Distressed securities | 9,549 | | | | | 9,549 | 1.8% |
| Inflation hedging | 55,722 | | | | | 55,722 | 10.5% |
| Other | | 685 | | | | 685 | 0.1% |
| | <u>\$508,429</u> | <u>\$ 809</u> | <u>\$ 6,642</u> | <u>\$ 7,898</u> | <u>\$ 6,460</u> | <u>\$ 530,238</u> | <u>100.0%</u> |

Total holdings in the endowment and living trust funds are as follows (in thousands):

| | | | | | | |
|-------------------------|-------------------|-----------------|-----------------|-----------------|-----------------|-------------------|
| Investments | \$ 508,429 | \$ 809 | \$ 6,642 | \$ 7,898 | \$ 6,460 | \$ 530,238 |
| Cash and other holdings | 14,798 | 6,179 | 162 | 362 | 276 | 21,777 |
| | <u>\$ 523,227</u> | <u>\$ 6,988</u> | <u>\$ 6,804</u> | <u>\$ 8,260</u> | <u>\$ 6,736</u> | <u>\$ 552,015</u> |

Pooled funds statistics

| | | | |
|-----------------------|---------|---------|---------|
| Units (in thousands) | 103,676 | 1,781 | 6,991 |
| Market value per unit | \$5.047 | \$3.803 | \$1.181 |
| Income per unit | \$0.054 | \$0.114 | \$0.058 |
| Total return | 14.67% | 3.29% | (1.63%) |

June 30, 2005

| | General Endowment and Annuity Pool | Unpooled Endowment Funds | Mead Life Income Pool | Woolley Life Income Pool | Unitrusts and Similar Funds | Total Fair Value | Percent |
|-------------------------|---|--------------------------------|--------------------------------|-----------------------------------|-----------------------------------|---------------------|---------------|
| Investments | | | | | | | |
| Fixed income securities | \$ 72,646 | \$ 114 | \$ 3,790 | \$ 8,748 | \$ 2,036 | \$ 87,334 | 18.6% |
| Domestic equities | 151,292 | | 2,682 | | 5,000 | 158,974 | 33.9% |
| International equities | 69,808 | | 301 | | 540 | 70,649 | 15.0% |
| Absolute return | 66,919 | | | | | 66,919 | 14.2% |
| Private equities | 27,048 | | | | | 27,048 | 5.8% |
| Venture capital | 14,843 | | | | | 14,843 | 3.2% |
| Distressed securities | 14,392 | | | | | 14,392 | 3.1% |
| Inflation hedging | 28,686 | | | | | 28,686 | 6.1% |
| Other | | 653 | | | | 653 | 0.1% |
| | <u>\$445,634</u> | <u>\$ 767</u> | <u>\$ 6,773</u> | <u>\$ 8,748</u> | <u>\$ 7,576</u> | <u>\$ 469,498</u> | <u>100.0%</u> |

Total holdings in the endowment and living trust funds are as follows (in thousands):

| | | | | | | |
|-------------------------|-------------------|-----------------|-----------------|-----------------|-----------------|-------------------|
| Investments | \$ 445,634 | \$ 767 | \$ 6,773 | \$ 8,748 | \$ 7,576 | \$ 469,498 |
| Cash and other holdings | 16,765 | 7,395 | 160 | 294 | 249 | 24,863 |
| | <u>\$ 462,399</u> | <u>\$ 8,162</u> | <u>\$ 6,933</u> | <u>\$ 9,042</u> | <u>\$ 7,825</u> | <u>\$ 494,361</u> |

Pooled funds statistics

| | | | |
|-----------------------|---------|---------|---------|
| Units (in thousands) | 101,938 | 1,828 | 7,178 |
| Market value per unit | \$4.536 | \$3.792 | \$1.260 |
| Income per unit | \$0.059 | \$0.112 | \$0.057 |
| Total return | 12.75% | 6.78% | 6.55% |

MOUNT HOLYOKE COLLEGE
Notes to Financial Statements
June 30, 2006 and 2005

Included in the above table of investments are approximately \$210,301,000 of investments whose carrying values have been estimated by management in the absence of readily determinable fair values. Management's estimates are based upon information provided by the fund managers or the general partners.

Under the terms of certain limited partnership agreements for private equity, venture capital and distressed securities, the College has commitments to remit additional funding of approximately \$57.1 million as of June 30, 2006. These commitments are scheduled to be funded over a number of years.

The College has investments in certain limited partnerships and other investment funds which participate directly, or have the option to participate, in derivative financial instruments. These partnerships represent approximately 13% of the College's total long-term investments for endowment and similar funds. Derivatives held by the limited partnerships in which the College invests pose no off-balance sheet risk to the College due to the limited liability structure of the investments.

7. Promissory Notes

The College has an uncollateralized demand line of credit available in the amount of \$10,000,000 through December 27, 2007, at an interest rate equal to LIBOR plus 120 basis points, or the prime rate less 150 basis points. At June 30, 2006, \$4,000,000 was outstanding (no amount was outstanding at June 30, 2005).

8. Bonds Payable

The College's bonds payable as of June 30, 2006 and 2005, are summarized as follows (in thousands):

| Series | Years of Maturity | Interest Rates | <u>2006</u> | <u>2005</u> |
|---|--------------------------|-----------------------|-------------------------|-------------------------|
| Massachusetts Development Finance Authority (MDFa): | | | | |
| 2001 | 2007-2032 | 4.00% - 5.50% | \$ 51,810 | \$ 53,975 |
| Unamortized premium | | | <u>419</u> | <u>436</u> |
| | | | <u><u>\$ 52,229</u></u> | <u><u>\$ 54,411</u></u> |

Debt service payments are made to a Trustee under terms of the bond agreement and are represented in the line "Funds held by bond trustee".

The fair value of the bonds payable at June 30, 2006 approximates \$54,413,000.

Principal payments due on these bonds during each of the next five fiscal years ending June 30 and thereafter are as follows (in thousands):

| | |
|------------|-------------------------|
| 2007 | \$ 2,265 |
| 2008 | 1,040 |
| 2009 | 1,085 |
| 2010 | 1,125 |
| 2011 | 1,175 |
| Thereafter | <u>45,120</u> |
| | <u><u>\$ 51,810</u></u> |

MOUNT HOLYOKE COLLEGE
Notes to Financial Statements
June 30, 2006 and 2005

On July 1, 2004, in connection with the Massachusetts Development Finance Authority bonds, the College entered into an interest rate swap agreement on a notional amount of \$44,246,000. Under the terms of the agreement, each month from August 1, 2011 through July 1, 2031, the College will receive a variable rate of interest equal to 68% of LIBOR, and the College will pay a fixed rate of interest of 4.38%. The fair value of the swap agreement was a liability of approximately \$1,282,000 and \$3,432,000 at June 30, 2006 and 2005, respectively. This is included in other liabilities on the Statements of Financial Position.

On May 10, 2005, in connection with the Massachusetts Development Finance Authority bonds, the College entered into an interest rate swap agreement on a notional amount of \$51,810,000. Under the terms of the agreement, every six months from January 1, 2006 through July 1, 2031, the College will pay an amount equal to 68% of LIBOR, and the College will receive an amount equal to the Bond Market Association Municipal Swap Index rate. At June 30, 2006, the fair value of the swap agreement was approximately \$173,000, which is included in other assets on the Statements of Financial Position. At June 30, 2005, the fair value of the swap agreement was a liability of approximately \$857,000, which is included in other liabilities on the Statements of Financial Position.

On November 4, 2005, in anticipation of a future borrowing, the College entered into a forward starting fixed payer swap agreement on a notional amount of \$29,650,000. Under the terms of the agreement, every six months from January 1, 2007 through July 1, 2036, the College will pay a fixed rate of interest of 3.785%, and the College will receive a variable rate of interest equal to 68% of LIBOR. At June 30, 2006, the fair value of the swap agreement was approximately \$510,846, which is included in other assets on the Statements of Financial Position.

9. Defined Contribution Pension Plan

The College sponsors a defined contribution pension plan covering all faculty and administrative employees. Pension benefits are administered by Teachers Insurance and Annuity Association-College Retirement Equities Fund (TIAA-CREF) and Fidelity Tax-Exempt Services Company. The College contributed approximately \$4,081,000 in 2006 and \$3,930,000 in 2005 to the plan.

10. Defined Benefit Pension Plan

The College maintains a defined benefit pension plan for bargaining unit employees. The plan is noncontributory.

Obligations and Funded Status

The following table sets forth the plan's change in benefit obligation and plan assets for the years ended June 30, 2006 and 2005 (in thousands):

| | <u>2006</u> | <u>2005</u> |
|---|-----------------|------------------|
| Change in benefit obligation | | |
| Benefit obligation at beginning of year | \$ 10,139 | \$ 8,159 |
| Service cost | 674 | 469 |
| Interest cost | 520 | 484 |
| Actuarial (gain)/loss | (1,389) | 1,409 |
| Benefits paid | (335) | (382) |
| Benefit obligation at end of year | <u>\$ 9,609</u> | <u>\$ 10,139</u> |

MOUNT HOLYOKE COLLEGE
Notes to Financial Statements
June 30, 2006 and 2005

| | <u>2006</u> | <u>2005</u> |
|--|-----------------|-------------------|
| Change in value of plan assets | | |
| Fair value of plan assets at beginning of year | \$ 8,071 | \$ 7,799 |
| Actual return on plan assets | 937 | 654 |
| Benefits paid | (335) | (382) |
| Employer contribution | 18 | |
| Fair value of plan assets at end of year | <u>\$ 8,691</u> | <u>\$ 8,071</u> |
| Funded status | <u>\$ (918)</u> | <u>\$ (2,068)</u> |

To determine the benefit obligations, the College used a discount rate, which is the estimated rate at which the obligation for pension benefits could effectively be settled, of 6.25% at June 30, 2006 and 5.25% at June 30, 2005 and a salary projection rate, which is the estimated rate at which salaries will increase, of 4.0% for the years ended June 30, 2006 and 2005.

A minimum pension liability adjustment is required when the actuarial present value of a plan's accumulated benefit obligation (ABO) exceeds plan assets and accrued pension liabilities. As of the June 30, 2006 and 2005 measurement dates, the ABO exceeded plan assets by \$823,054 and \$1,889,719, respectively. These amounts have been recorded as liabilities, with intangible assets equal to the unrecognized prior service cost of \$142,915 and \$158,954 at June 30, 2006 and 2005, respectively. The cumulative minimum pension liability adjustment at June 30, 2006 of \$2,091,007 has been recorded as a reduction of unrestricted net assets.

The following table sets forth the plan's funded status and amounts recognized in the College's Statements of Financial Position as of June 30, 2006 and 2005 (in thousands):

| | <u>2006</u> | <u>2005</u> |
|---|-----------------|-------------------|
| Funded status | \$ (918) | \$ (2,068) |
| Unrecognized prior service cost | 143 | 159 |
| Unrecognized net loss | 2,186 | 4,017 |
| Deferred pension cost | <u>\$ 1,411</u> | <u>\$ 2,108</u> |
| Intangible asset | (143) | (159) |
| Cumulative minimum pension liability adjustment | <u>(2,091)</u> | <u>(3,839)</u> |
| Accrued pension liability | <u>\$ (823)</u> | <u>\$ (1,890)</u> |

The following table sets forth the plan's accumulated benefit obligation and fair value of plan assets (in thousands):

| | <u>2006</u> | <u>2005</u> |
|--------------------------------|-------------|-------------|
| Projected benefit obligation | \$ 9,609 | \$ 10,139 |
| Accumulated benefit obligation | 9,514 | 9,961 |
| Fair value of plan assets | 8,691 | 8,071 |

Components of Net Periodic Benefit Cost

To determine net periodic pension costs, the College used a discount rate, which is the estimated rate at which the obligation for pension benefits could effectively be settled, of 5.25% for the year ended June 30, 2006 and 6.25% for the year ended June 30, 2005; a salary projection rate, which is the estimated rate at which salaries will increase, of 4.0% for the years ended June 30, 2006 and June 30, 2005; and an expected long-term rate of return on plan assets, which is the estimated rate of earnings generated on the assets of the plan, of 9.0% for the years ended June 30, 2006 and June 30, 2005.

MOUNT HOLYOKE COLLEGE
Notes to Financial Statements
June 30, 2006 and 2005

Net pension cost for the years ended June 30, 2006 and 2005 includes the following components (in thousands):

| | <u>2006</u> | <u>2005</u> |
|--|-------------------|-----------------|
| Service cost earned during the period | \$ 674 | \$ 469 |
| Interest cost on projected benefit obligation | 520 | 484 |
| Amortization of prior service cost | 16 | 26 |
| Amortization of net loss | 207 | 113 |
| Expected return on assets | (702) | (685) |
| Net pension cost | <u>\$ 715</u> | <u>\$ 407</u> |
| | | |
| Increase/(decrease) in minimum liability included in change in net assets | <u>\$ (1,748)</u> | <u>\$ 1,213</u> |

Plan Assets

The plan's asset allocations at June 30, 2006 and 2005 by asset category are as follows:

| <u>Asset Category</u> | Plan Assets at June 30 | |
|-----------------------|-------------------------------|----------------|
| | <u>2006</u> | <u>2005</u> |
| Equity securities | 69.9 % | 67.9 % |
| Debt securities | 12.2 | 13.8 |
| Cash | 1.7 | 0.3 |
| Other | 16.2 | 18.0 |
| Total | <u>100.0 %</u> | <u>100.0 %</u> |

The plan assets are invested in a well-diversified investment portfolio which includes domestic and international equity and fixed income securities. The plan's expected return is based on the projected long-term returns for the asset classes represented in the investment portfolio.

Cash Flows

The College has a minimum required contribution of \$112,642 to the defined benefit pension plan for the year ending June 30, 2007.

Benefit payments, which reflect expected future service, are expected to be paid as follows (in thousands):

| | |
|-----------|--------|
| 2007 | \$ 393 |
| 2008 | 321 |
| 2009 | 806 |
| 2010 | 459 |
| 2011 | 545 |
| 2012-2016 | 3,275 |

MOUNT HOLYOKE COLLEGE
Notes to Financial Statements
June 30, 2006 and 2005

11. Early Retirement

The College has in place an early retirement program for certain members of the faculty and staff subject to the approval of the College. For eligible employees there is a full retirement option from ages 60 to 64 and a phased retirement option for a four-year period anytime between the ages of 58 and 72. The present value of future obligations under the plan is accrued as of the date of early retirement for employees choosing the full retirement option. Expense under this program was \$0 and \$255,000 for the years ended June 30, 2006 and June 30, 2005, respectively.

12. Subsequent Events

On August 1, 2006, the Massachusetts Development Finance Agency issued \$39,775,000 Variable Rate Revenue Bonds, Mount Holyoke College Issue, Series 2006. The proceeds of these bonds are being used for various campus improvement projects.

13. Reclassifications

Certain items in 2005 have been reclassified to conform to the current year presentation.

MOUNT HOLYOKE COLLEGE

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Retired Manager
Estate & Trust Administration
Choate, Hall & Stewart
Boston, Massachusetts

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Director, Museum Gallery
White Plains, New York

Margaret L. Wolff '76 *
Skadden, Arps, Slate, Meagher & Flom, LLP
New York, New York

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Chairman of the Executive Board
and Senior Chairman
Sysco Corporation
Houston, Texas

+Fiscal Year 2005-06
*Members of the Finance Committee
#Members of the Audit Committee

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President

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Dean of the College and Vice President for
Student Affairs

Jane B. Brown
Vice President for Enrollment and College
Relations

Donal O'Shea
Dean of Faculty and
Vice President for Academic Affairs

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Jesse Lytle
Assistant to the President and
Secretary of the College

Mary Jo Maydew
Vice President for Finance and
Administration and Treasurer

Financial Officers of the College

Mary Jo Maydew
Vice President for Finance and
Administration and Treasurer

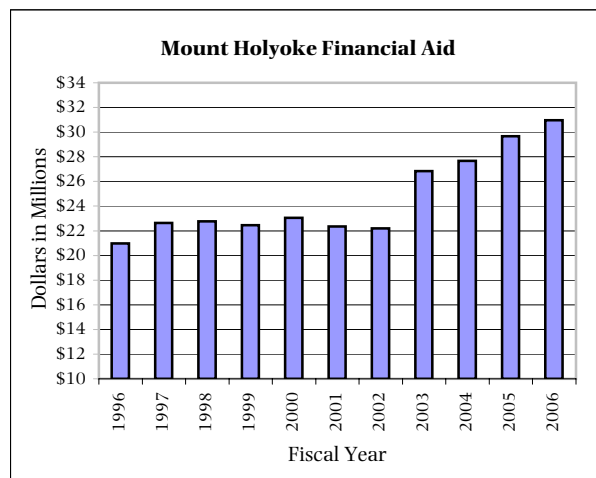
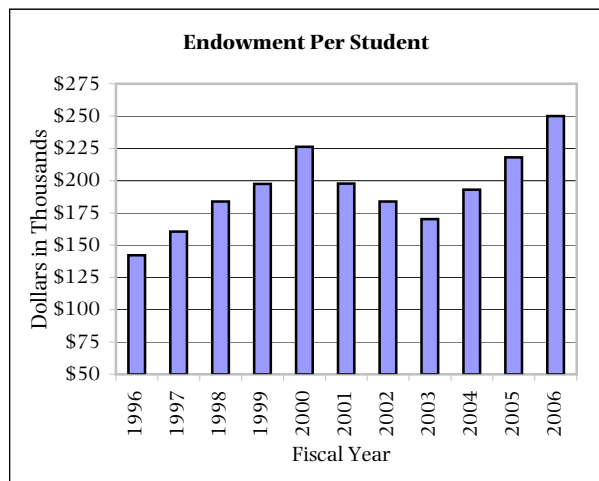
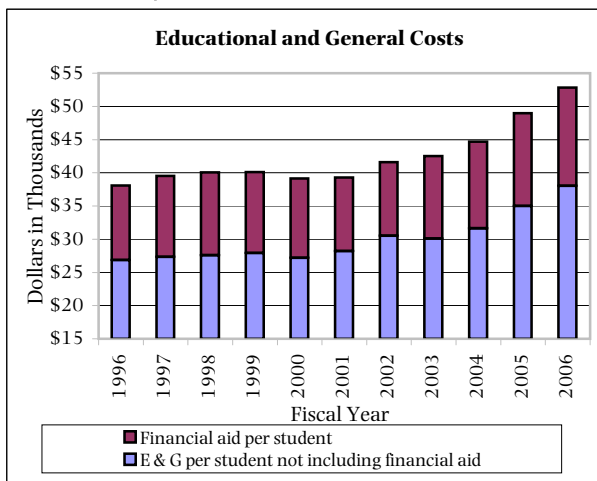
Janice M. Albano
Associate Treasurer

Ellen C. Rutan
Comptroller

Statistics

| | <u>2006</u> | <u>2001</u> | <u>1996</u> |
|--|---------------|---------------|---------------|
| Unit value of endowment pool | \$5.047 | \$4.334 | \$3.290 |
| Tuition | \$32,430 | \$25,220 | \$20,150 |
| Room and board | \$9,550 | \$7,410 | \$5,950 |
| Student enrollment (FTE) | 2,093 | 2,021 | 1,869 |
| Faculty (FTE) | 195 | 190 | 186 |
| Student/faculty ratio | 10.7 | 10.6 | 10.0 |
| Percent of students receiving Mount Holyoke financial aid | 66% | 68% | 70% |
| Library collection in volumes | 742,014 | 702,000 | 649,119 |
| Insured value of physical plant | \$816,000,000 | \$416,000,000 | \$230,000,000 |

10 Year Comparison



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| Auto | | Commentary |
|------------------------------|---------------------------|--|
| Auto Liability | Acadia Insurance Company | Five College Consolidated Program. Covers all owned, non-owned and hired autos. Higher limits are provided through excess liability policies. |
| Policy Number: | MAA018751810 | |
| Occurrence/Aggregate Limits: | \$1,000,000 / 0 | |
| Retention: | \$0 | |
| Premium: | \$70,948 | |
| Other Charges: | \$0 | |
| Broker: | Fred C. Church | |
| Effective / Expiry Dates | 7/1/2006 to 7/1/2007 | |
| Auto Physical Damage | Collegiate Catalyst Fund | Five College Consolidated Program. The Colleges moved the physical damage coverage into the Captive as of 7/1/05 due to sharp increases in premiums. |
| Policy Number: | APD-06-07-01 | |
| Occurrence/Aggregate Limits: | ACV / none | |
| Retention: | \$500 | |
| Premium: | \$16,725 | |
| Other Charges: | \$0 | |
| Broker: | Not Applicable | |
| Effective / Expiry Dates | 7/1/2006 to 7/1/2007 | |
| Crime | | Commentary |
| Crime | Great American Ins. Co. | Five College Consolidated Program. |
| Policy Number: | SAA1243872 | |
| Occurrence/Aggregate Limits: | \$2,000,000 / \$2,000,000 | |
| Retention: | \$20,000 | |
| Premium: | \$4,625 | |
| Other Charges: | \$0 | |
| Broker: | Fred C. Church | |
| Effective / Expiry Dates | 7/1/2006 to 7/1/2007 | |
| Liability | | Commentary |
| Animal CC & C | Markel Ins. Co. | Animal Care Custody & Control Liability. Covers the College for loss to animals boarded at the Equestrian Center. |
| Policy Number: | 3802AG031459-12 | |
| Occurrence/Aggregate Limits: | \$150,000 / \$1,000,000 | |
| Retention: | \$0 | |
| Premium: | \$1,838 | |
| Other Charges: | \$0 | |
| Broker: | Fred C. Church | |
| Effective / Expiry Dates | 7/1/2006 to 7/1/2007 | |

| Liability | | Commentary |
|------------------------------|-----------------------------|---|
| Educators Legal Liability | United Educators | Five College Consolidated Program. Coverage is for liability arising from educators legal liability, directors & officers legal liability and employment practices legal liability. This is not included under the excess liability coverage. Limits are carefully monitored against actual claims on an industry-wide basis. UE Surplus Charges are shown as "Other Charges". Retention is for Employment liability; all other losses have a \$25,000 retention. |
| Policy Number: | ELS200600226700 | |
| Occurrence/Aggregate Limits: | \$1,000,000 / \$10,000,000 | |
| Retention: | \$100,000 | |
| Premium: | \$117,204 | |
| Other Charges: | \$3,563 | |
| Broker: | Fred C. Church | |
| Effective / Expiry Dates | 7/1/2006 to 7/1/2007 | |
| Excess Liability | United Educators | Five College Consolidated Program. Provides excess liability coverage for General Liability, Auto Liability, Limited Professional Liability, Foreign Liability and Employer's Liability. UE Surplus Charges are shown as "Other Charges". |
| Policy Number: | GLX200600226700 | |
| Occurrence/Aggregate Limits: | \$25,000,000 / \$25,000,000 | |
| Retention: | \$25,000 | |
| Premium: | \$50,890 | |
| Other Charges: | \$1,462 | |
| Broker: | Fred C. Church | |
| Effective / Expiry Dates | 7/1/2006 to 7/1/2007 | |
| Fiduciary Liability | United Educators | Five College Consolidated Program. Coverage is for liability arising from educators legal liability, directors & officers legal liability and employment practices legal liability. This is not included under the excess liability coverage. Limits are carefully monitored against actual claims on an industry-wide basis. UE Surplus Charges are shown as "Other Charges". Retention is for Employment liability; all other losses have a \$25,000 retention. |
| Policy Number: | ELS200600226700 | |
| Occurrence/Aggregate Limits: | \$1,000,000 / \$1,000,000 | |
| Retention: | \$1,000 | |
| Premium: | \$2,636 | |
| Other Charges: | \$79 | |
| Broker: | Fred C. Church | |
| Effective / Expiry Dates | 7/1/2006 to 7/1/2007 | |
| General Liability | Collegiate Catalyst Fund | Five College Consolidated Program. This layer is insured through the Colleges' captive insurance company, and is the "deductible" layer for the United Educator's policy. |
| Policy Number: | CGL-06-07-01 | |
| Occurrence/Aggregate Limits: | \$100,000 / \$300,000 | |
| Retention: | \$0 | |
| Premium: | \$37,109 | |
| Other Charges: | \$0 | |
| Broker: | Not Applicable | |
| Effective / Expiry Dates | 7/1/2006 to 7/1/2007 | |

| Liability | | Commentary |
|--------------------------------|---------------------------------|---|
| General Liability | United Educators | Five College Consolidated Program. General Liability Insurance protects the College against claims for third party bodily injury, personal injury and property damage. Higher limits are provided through excess liability policies. "Other Charges" reflect UE Surplus Charges. |
| Policy Number: | BLX200600226700 | |
| Occurrence/Aggregate Limits: | \$1,000,000 / \$3,000,000 | |
| Retention: | \$100,000 | |
| Premium: | \$35,825 | |
| Other Charges: | \$1,072 | |
| Broker: | Fred C. Church | |
| Effective / Expiry Dates | 7/1/2006 to 7/1/2007 | |
| Limited Professional Liability | United Educators | Five College Consolidated Program. This covers various school employees including trainers, psychologists and counselors, and student EMTs for professional liability. Higher limits are provided through excess coverage. UE Surplus Charges are shown as "Other Charges". |
| Policy Number: | LPL200600226700 | |
| Occurrence/Aggregate Limits: | \$1,000,000 / \$1,000,000 | |
| Retention: | \$10,000 | |
| Premium: | \$7,519 | |
| Other Charges: | \$225 | |
| Broker: | Fred C. Church | |
| Effective / Expiry Dates | 7/1/2006 to 7/1/2007 | |
| Pollution Liability | ACE | New England Educational Insurance Association (NEEIA) group program. Aggregate limits apply separately to each member school. |
| Policy Number: | PPL G22087551 001 | |
| Occurrence/Aggregate Limits: | \$1,000,000 / \$1,000,000 | |
| Retention: | \$50,000 | |
| Premium: | \$8,610 | |
| Other Charges: | \$0 | |
| Broker: | TD Banknorth | |
| Effective / Expiry Dates | 5/10/2005 to 11/1/2006 | |
| Umbrella Liability | Fireman's Fund Insurance Compan | Five College Consolidated Program. Total premium is \$50,000 plus a \$3,750 fee (shown as "Other Charges") is divided equally between the colleges. Total excess coverage \$50,000,000 on General Liability, Auto Liability, Limited Professional Liability, and Foreign Liability. |
| Policy Number: | SHX-000-9847-3309 | |
| Occurrence/Aggregate Limits: | \$25,000,000 / \$25,000,000 | |
| Retention: | \$25,000,000 | |
| Premium: | \$12,500 | |
| Other Charges: | \$938 | |
| Broker: | R.C. Knox | |
| Effective / Expiry Dates | 7/1/2006 to 7/1/2007 | |

| Other | | Commentary |
|------------------------------|---------------------------|--|
| Travel Accident | AIG | Five College Consolidated Program covering trustees, faculty, staff and students traveling on College business or for academic purposes, including medical evacuation and repatriation. |
| Policy Number: | GTP8035650 | |
| Occurrence/Aggregate Limits: | 0 / 0 | |
| Retention: | \$0 | |
| Premium: | \$1,895 | |
| Other Charges: | \$0 | |
| Broker: | Marsh Inc. | |
| Effective / Expiry Dates | 7/1/2005 to 7/1/2008 | |
| Package | | Commentary |
| Foreign Liability | ACE | Five College Consolidated Program. Program includes Auto, WC, EL on direct sponsored programs in France and incidental coverage on other travel. |
| Policy Number: | PHFD36857298 | |
| Occurrence/Aggregate Limits: | \$1,000,000 / \$1,000,000 | |
| Retention: | \$1,000 | |
| Premium: | \$1,500 | |
| Other Charges: | \$0 | |
| Broker: | Fred C. Church | |
| Effective / Expiry Dates | 7/1/2006 to 7/1/2007 | |
| Property | | Commentary |
| Fine Arts - Collections | AXA Nordstern | Policy covers all named miscellaneous collections, including President's House, Archives, Library, Skinner Museum and miscellaneous collections. |
| Policy Number: | 05-333-20-97-00071 | |
| Occurrence/Aggregate Limits: | \$10,000,000 / none | |
| Retention: | \$250 | |
| Premium: | \$1,525 | |
| Other Charges: | \$0 | |
| Broker: | Willis | |
| Effective / Expiry Dates | 7/1/2006 to 7/1/2007 | |
| Fine Arts - Museum | AXA Nordstern | Five College Consolidated Program. This policy covers the museum contents for Anherst, Mount Holyoke and Smith and the contents of the Folger Shakespeare Library. Museum limits contemplate probable maximum loss, and do not reflect the total value of the collection. Transit limits \$30MM. |
| Policy Number: | 05-333-20-97-00052 | |
| Occurrence/Aggregate Limits: | \$100,000,000 / none | |
| Retention: | \$250 | |
| Premium: | \$12,083 | |
| Other Charges: | \$0 | |
| Broker: | Willis | |
| Effective / Expiry Dates | 7/1/2006 to 7/1/2007 | |

| Property | | Commentary |
|------------------------------|-------------------------------------|---|
| Property Insurance | St. Paul Travelers Ins. Co. | Five College Consolidated Program. Specific limits apply to all locations. Mount Holyoke's estimated values = \$816,329,855 |
| Policy Number: | KTK-CMB-545D6686-06 | |
| Occurrence/Aggregate Limits: | \$Stated Value +15% / \$500,000,000 | |
| Retention: | \$500,000 | |
| Premium: | \$245,365 | |
| Other Charges: | \$0 | |
| Broker: | Fred C. Church | |
| Effective / Expiry Dates | 7/1/2006 to 7/1/2007 | |
| Property Insurance Primary | Collegiate Catalyst Fund | Five College Consolidated Program. Placed through the colleges' captive insurance company. Limits apply to all locations, and reflect the Travelers' policy deductible. |
| Policy Number: | P-06-07-01 | |
| Occurrence/Aggregate Limits: | \$500,000 / \$1,000,000 | |
| Retention: | \$15,000 | |
| Premium: | \$91,063 | |
| Other Charges: | \$0 | |
| Broker: | Not Applicable | |
| Effective / Expiry Dates | 7/1/2006 to 7/1/2007 | |
| Workers Compensation | | Commentary |
| Workers Comp Bond | Travelers Casualty & Surety Co. | Bond amount on self insured workers compensation program require by MA regulations. |
| Policy Number: | 100963289 | |
| Occurrence/Aggregate Limits: | \$1,400,000 / \$1,400,000 | |
| Retention: | \$0 | |
| Premium: | \$18,200 | |
| Other Charges: | \$0 | |
| Broker: | TD Banknorth | |
| Effective / Expiry Dates | 7/1/2006 to 7/1/2007 | |
| Workers Comp Excess | Midwest Employers Casualty Co. | Retention is \$300,000 any one loss, \$707,261 annual retention aggregate. |
| Policy Number: | EWC006583 | |
| Occurrence/Aggregate Limits: | Statutory / \$2,000,000 | |
| Retention: | \$300,000 | |
| Premium: | \$58,856 | |
| Other Charges: | \$0 | |
| Broker: | TD Banknorth | |
| Effective / Expiry Dates | 7/1/2006 to 7/1/2007 | |

| Workers Compensation | | Commentary |
|------------------------------|------------------------|---|
| Workers Compensation | Hartford Life Ins. Co. | Workers compensation policy for out-of-state employees, NY and CA |
| Policy Number: | 08 WEC KH7775 | |
| Occurrence/Aggregate Limits: | Statutory / None | |
| Retention: | \$0 | |
| Premium: | \$4,846 | |
| Other Charges: | \$0 | |
| Broker: | TD Banknorth | |
| Effective / Expiry Dates | 7/1/2006 to 7/1/2007 | |