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## VOLUME I

**NARRATIVE**

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List of Frequently-used Abbreviations

A&S  Arts and Sciences
AHAGIS  *Ad Hoc* Advisory Group on Instructional Support
AIMS  Administrative Information Management Systems
AOH  Administrative Office Heads
A/P  Administrative/Professional
BSCIP  Budget Sub-committee of the Council on Institutional Priorities
CA  Committee on Appointments
CAP  Committee on Academic Priorities
CIP  Council on Institutional Priorities
CNTT  Continuing Non-Tenure Track
COFPP  Commission on Facilities Priorities and Planning
COFHE  Consortium on Financing Higher Education
C/T  Clerical/Technical
E&G  Educational and General Expenses
FTE  Full-time equivalent
FY  Fiscal year (June 1 through May 31)
GA  Graduate Assistant
GSAS  Graduate School of Arts and Sciences
HA  Hall Advisors
ITT  Instructional Technology Team
LLC  Language Learning Center
PAFE  Plan for Achieving Financial Equilibrium
Postbacc  Postbaccalaureate Program Premedical Program
R&R  Renewals and Replacements
SA  Staff Association
S/C  Service/Crafts
SAS  Senior Administrative Staff
SGA  Self-Government Association
SWSR  Graduate School of Social Work and Social Research
TA  Teaching Assistant
INTRODUCTION
including an Executive Summary of the Self-Study Report

A. The College’s Mission Statement

The mission of Bryn Mawr College is to provide a rigorous education and to encourage the pursuit of knowledge as preparation for life and work. Bryn Mawr teaches and values critical, creative, and independent habits of thought and expression in an undergraduate liberal arts curriculum for women and in coeducational graduate programs in Arts and Sciences and Social Work and Social Research. Bryn Mawr seeks to sustain a community diverse in nature and democratic in practice, for we believe that only through considering many perspectives do we gain a deeper understanding of each other and the world.

Since its founding in 1885, the College has maintained its character as a small residential community which fosters close working relationships between faculty and students. The faculty of teacher/scholars emphasizes learning through conversation and collaboration, primary reading, original research and experimentation. Our cooperative relationship with Haverford College enlarges the academic opportunities for students and their social community. Our active ties to Swarthmore College and the University of Pennsylvania, and the proximity of the city of Philadelphia further extend the opportunities available at Bryn Mawr.

Living and working together in a community based on mutual respect, personal integrity and the standards of a social and academic Honor Code, each generation of students experiments with creating and sustaining a self-governing society within the College. The academic and co-curricular experiences fostered by Bryn Mawr, both on campus and in the College’s wider setting, encourage students to be responsible citizens who provide service to and leadership for an increasingly interdependent world.

B. The Context for the Self-Study Review

From our founding by Dr. Joseph Taylor and a group of men and women belonging to the Religious Society of Friends, Bryn Mawr College has been distinctive. Dr. Taylor’s mission was to enable “women to have all the advantages of a college education which are so freely offered to young men” and to allow graduates of the College and of other colleges to “enrol (sic) themselves as candidates” for the Ph.D. and M.A. degrees. The smallest of the original “Seven Sisters’ women’s colleges, we have been the only one to try to offer a wide range of graduate programs. While true to our mission to provide rigorous educational opportunities, we have, as necessary, modified the founders’ vision to meet new challenges and forces. For example, in 1915, we were the first college to offer a Ph.D. in social work. First constituted as the graduate department of Social Economy and Social Research, it became the Graduate School of Social Work and Social Research in 1968. In 1931 we began to admit men to the College for graduate work. Throughout the decades, we have renewed the College’s curriculum--by both additions and occasional deletions--as new fields of inquiry emerge, as the organization of knowledge evolves, and as the landscape of higher education changes. Furthermore, as the expectations of students with respect to their education have shifted, we have had to adapt in many ways. We must continue these processes of renewal to keep teaching, learning and research--by faculty and students alike--vital and substantive.

Although it scarcely needs mentioning, our world is far different from Joseph Taylor’s. He sought to educate upperclass--principally Quaker--young women, fitting them to be “teachers of a high order” by “supply[ing] the mental discipline and solid learning which are the best preparation for any future pursuits (Catalogue, 1885-86).” In our first year, 35 undergraduate and 7 graduate students arrived, principally from the mid-Atlantic states. They received instruction, according to Quaker principles, in Greek, Latin, French, German, Italian, Spanish, Philosophy, History, Political Science, Mathematics, Physics,
Chemistry, and Biology. Limited scholarship and fellowship funds were available to students belonging to the Religious Society of Friends.

We now seek students from all corners of the world, admitting the most able ones regardless of their backgrounds and their ability to pay. We are committed to a student body diverse in geographical, ethnic, religious and racial origins and in socio-economic status. Yet to have this heterogeneous student body, with individuals who have ties throughout the country and the world, we have to maintain vigorous recruiting efforts and financial aid resources. Needless to say, we have to offer the academic and co-curricular programs to provide them with the intellectual and personal skills they will need to lead responsible, stimulating, and useful lives.

As an institution, we are committed to self-reflection and planning. Within our constituencies self-assessment, review, and planning are ongoing. In addition to our routine deliberative and planning activities, we have engaged in two important, institutional self-assessments since our 1988 reaccreditation review by the Middle States Association. The first, in 1993, was to prepare the report for the Middle States Periodic Review. The second, between 1993 and 1995, entitled the Agenda for the Future, involved all sectors of the community in extensive assessment of our goals and operations and the setting of a range of objectives which were essentially short-term ones. Copies of these self-study reports are available in the Library of Materials.

In 1997-98 we began another period of intensive self-review and reflection, occasioned not only by the reaccreditation process for the Middle States Association, but because our seventh President, Nancy J. Vickers, began her tenure in July 1997. She succeeded Mary Patterson McPherson who had led Bryn Mawr for 19 years and is now President Emeritus. At the same time, Barbara Janney Trimble, took office as the chairman of the Board of Trustees, replacing Hanna Holborn Gray, who had served since 1987. Because of these major institutional transitions, we find the present Self-Study timely and helpful in orienting a new generation of leaders to our recent past and to the challenges, opportunities, and issues across the full range of our operations. The President is using the Self-Study process as the basis for strategic planning discussions with the full community. Those discussions, taking place this year, will define our key priorities as an institution for the first decade of the new millennium. We undertake this endeavor with an administrative roster much changed since our 1988 Middle States Association review. A list of the President’s Senior Administrative Staff may be found in Appendix A; it includes the dates at which each of these administrators took on their current posts.

C. Campus Leadership and the Self-Study Process

The principle that has guided the Self-Study process has been to make use of existing governance structures as much as it is practical. The purpose of this decision was not only to keep the administrative obligations of the faculty, staff and students within manageable limits, but also to give the members of these continuing committees a sense of the College's full range of operations and issues and to benefit from the knowledge and expertise these colleagues have gained as members of such bodies. These committees will carry conversations and understanding forward from the Self-Study into their continuing deliberations on behalf of the College.

In the fall of 1997 the President asked Robert Dostal, the Provost, to lead the Middle States Self-Study process and charged the principal all-College planning committee—the Council on Institutional Priorities (CIP) which is convened by the Provost—with serving as the steering committee for the Self-Study process. The CIP includes members from each on-campus constituency, including faculty, administrators, graduate and undergraduate students, staff and the Alumnae Association. As the steering committee, the CIP identified four themes to which it asked the Self-Study to give special attention. These themes are diversity, technology, outcomes assessment and inter-institutional cooperation.

After consulting the CIP, Mr. Dostal convened seven groups to write the first draft of the Self-Study document, an executive working group and six working groups, the chairs of which were members of the executive working group. The six working groups focused on Academic Programs (I), Academic Support Services (II), Student Affairs (III), Institutional Resources and Support (IV), Facilities (V) and Governance (VI). Each “chapter working group” was chaired by a member of the faculty or of a major
College committee. Of these six chairs, four are members of the faculty and two are members of the administration. A list of the members of the executive working group and the six chapter groups is found in Appendix B. The Provost chaired the executive working group, which included the chairs of each chapter group and several at-large members. The executive working group guided the Self-Study process through its early stages. Leaders from the Staff Association and the undergraduate Self-Government Association were designated as at-large members of the executive working group, as were the President and a representative from Haverford College. Each chapter of this report began as the effort of a working group. Each group met several times during the 1997-98 academic year, as a whole or in sub-groups, to review and discuss the issues on which they were asked to report. Most of the working groups held meetings with constituent groups and engaged in extensive surveying and data-collection before drafting their chapters, which were submitted in the late spring and summer.

During the late summer and fall of 1998, the draft of the Self-Study which emerged from the working groups’ efforts was edited and then shared with a wide variety of College constituencies for comments and suggestions. Copies of the draft were made available on paper and electronically. Members of the executive working group attended open meetings to hear community responses in late September and throughout October. In addition, they attended meetings with the College's senior administrative staff group, the Board of Trustees, the full General Faculty, the Arts and Science Faculty, the Social Work and Social Research Faculty, the Curriculum Committee, the Committee on Academic Priorities, the Staff Association, and the undergraduate and graduate student associations. The schedule of meetings is available in Appendix D. In November, under the guidance of the executive working group, the draft Self-Study was revised. It was approved by the Board of Trustees at its December meeting.

D. Executive Summary of the Self-Study Report

Our objective in the Self-Study process has been to present a fair, honest, complete and straightforward assessment of the College, with information rooted in the 1997-98 academic year, and to compare it—to the degree possible—to the state of the College during the 1987-88 academic year. We have also sought to identify the major issues or concerns to which we must give our attention in the current year and in the near future.

In Chapter I, Academic Programs, we describe the undergraduate curriculum, the faculty, and each of the graduate programs, highlighting the issues in each area. Overall, we need to maintain and enhance the range, depth and complexity of our programs with available resources. Within the Undergraduate College, we are concerned about our ability to enjoy a level of curricular flexibility and to take advantage of opportunities for innovation. For example, current resources, staffing and tenure patterns limit our ability to offer courses in a number of fields not currently in the undergraduate and graduate curricula. At the graduate level, we have serious concerns about the viability of some doctoral programs in Arts and Sciences, given the diminution in the number of qualified students who enroll and remain in these programs.

In Chapter II, Academic Support, we focus on the services and personnel who facilitate the teaching and research of the faculty and students. Here, as in other areas of the Self-Study, the major issue for us is to find ways to manage, fund and take advantage appropriately of the revolution in information technology.

In Chapter III, Student Affairs, we turn our attention first to the students, describing Admissions and Financial Aid endeavors and challenges, and then to the range of responsibilities and concerns of the Undergraduate Dean’s Office, including student advising, non-traditional age students, diversity issues, student self-government, residential and social and cultural life, athletics and physical education, health and counseling services, and community service, and career development. We emphasize that we need to recruit and retain the most highly-qualified students at all levels. We need to continue to think creatively about our admissions and retention strategies, particularly for those students who find the adjustment to the College’s academic standards difficult. In addition, we need to assure that the value of this education is equally compelling to both families able and willing to pay our costs and to those whose for whom financial aid is essential.
In Chapter IV, Institutional Resources, we describe briefly staff and personnel objectives, the Alumnae Association, the facets of institutional advancement (fundraising, public information, and community relations), administrative information systems, financial resources, budget processes, and inter-institutional cooperation. Overarching issues are to have a well-managed, -trained, and appropriately compensated staff, good planning and budget procedures, and effective communications, and to implement new software applications to enable us to improve, enrich and extend the automation of our operations.

In Chapter V, Facilities, we survey facilities projects over the past ten years, describe how priorities are set, and outline the current set of major projects. We need to continue to address our deferred maintenance requirements and to meet both current and new programmatic needs within the constraints of limited resources and finite acreage.

In Chapter VI, Governance, we provide an overview of the Board of Trustees and the administration, and describe the self-governance processes of the faculty, the three student bodies and the Staff Association.
CHAPTER I

ACADEMIC PROGRAMS

In 1997-98, 1,826 students were enrolled at the College, including 1,182 full-time undergraduates, 63 full-time graduate students in the Graduate School of Arts and Sciences (GSAS), 247 full-time graduate students in the Graduate School of Social Work and Social Research (SWSR), 62 Post-Baccalaureate students, and 272 part-time students in all programs. They were here to pursue one of the five degrees we offer--Bachelor of Arts, Master of Arts, Master of Social Service, Master of Law and Social Policy, and Doctor of Philosophy--or for additional undergraduate training before going on to medical and allied health sciences programs. That same year our faculty was comprised of 115 ranked (i.e. tenured and tenure track) members, 18 full-time equivalent (FTE) continuing non-tenure track members, and a corps of interim faculty members replacing those on leave and/or offering single courses. In fall 1997, the student/faculty ratio was 9.65 to 1.

Our Undergraduate College has traditionally been exceptionally successful in preparing women for advanced study. We have a strong record in training women in the sciences and mathematics; our students major in these fields at rates three to five times the national average. Bryn Mawr graduates are admitted to medical schools at 1.5 times the national average. Roughly two-thirds of our undergraduate alumnae hold or are working on advanced degrees. One quarter of the undergraduate alumnae responding to our surveys have pursued careers in education. Another 17% work in business, 13% in health care, 12% in public or social service, 10% in communication and 9% in the arts. The majority of alumnae/i of GSAS work in education and nearly three quarters of Social Work alumnae/i (70%) work in social service and health care fields.

In this chapter we review our academic programs. We have divided the treatment into four parts: we begin with a comprehensive description of the undergraduate program, proceed to the faculty, then to the programs of the Graduate School of Arts and Sciences and the Graduate School of Social Work and Social Research.

A. The Undergraduate Program

1. Introduction

The college student’s academic program is determined by three fundamental factors: the range of courses and programs offered by her institution and any other institutions with which it has cooperative agreements; the requirements for a degree at her home institution; and the decisions that she makes in order to meet those requirements and in choosing electives. In effect, the first two factors form the context within which the third, student choice, is played out. This section will describe that context at Bryn Mawr. Section A.2 describes the undergraduate curriculum, recent curricular changes, and patterns of student participation in curricular offerings. Section A.3 describes programs that expand academic opportunities beyond the Bryn Mawr campus; cooperative agreements with other academic institutions in the Philadelphia area and programs for study abroad receive particular attention. Section A.4 describes programs for non-traditional students, while Section A.5 discusses the means by which we assess our overall undergraduate program. Section A.6 presents a brief analysis of the preceding discussion and addresses possible directions for curricular change in the near future. Issues that we may need to address in planning for the future are discussed in Section A.7.

2. Description of the Curriculum

Here we describe our undergraduate curricular requirements, the rationales that underlie them, and the range of courses with which requirements may be met (and from which students choose their non-required courses as well). Two major recent changes--an overall restructuring of graduation requirements and a radical departure from the means by which we had traditionally introduced our students to college-level writing--receive particular attention. We also look at other curricular changes and student participation, including statistics on the distributions of majors and enrollments and on class-size.
a. Requirements for the A.B. Degree

1.) Recent Changes

The curriculum of the Undergraduate College is meant to provide intellectual depth and breadth, as well as choice in each student’s education. Meeting this three-fold goal is a difficult balancing act. After considerable discussion over a period of more than two years by faculty, students, and administrators, a revised set of curricular requirements was adopted by the faculty in 1997. The class which matriculated in fall 1998 is the first to which the new requirements apply; students in earlier classes still meet the requirements they replaced. (The new requirements are described below; the old ones are laid out in Appendix I:1). This represents the first major change in curricular requirements as a whole since the 1960s.

The restructuring of the curriculum was motivated by two leading objectives (a) the desire to expand the degree of choice available to students in designing their academic programs; and (b) the desire to simplify a very complicated set of curricular requirements which were often confusing to students, and sometimes to faculty and administrators as well. These objectives were met by (a) reducing the number of courses each student is required to take in designated areas of the curriculum, and (b) by increasing the range of courses that can be used to satisfy certain requirements. The overall restructuring of the curriculum followed another major curricular change in 1996 which reflected a desire to do better by the one course required of all students, that is the first year, two-semester writing sequence. This objective was met by replacing the required writing sequence with College Seminars, new courses designed to introduce students to critical reading, thinking, and writing.

Under the terms of the new curriculum, students will complete a major, take two courses in each of three divisions (mathematics and natural sciences, social sciences, and humanities), and fulfill requirements in language and quantitative methods. They will also complete two one-semester College Seminars. These several categories of requirements are discussed below.

2.) The Major

In her major, the student should achieve depth of learning in a particular field. By College rule, majors at Bryn Mawr must require at least ten and no more than 15 units of work. Thirty-two majors are available to Bryn Mawr students. (Four of these are offered only at Haverford; six are offered only at Bryn Mawr, but all are available to students from both colleges through the cross-majoring option described later. (A complete list of majors, minors and concentrations and independent majors is provided in Appendix I:2.) Most majors are defined by a traditional academic discipline, but some are interdisciplinary. Students are also permitted to design an independent major, which must be approved by a permanent Committee on Independent Majors (comprising faculty and student representatives) to ensure that it is coherent and intellectually rigorous. Within each major, courses are classified according to the degree of disciplinary specialization or sophistication that they entail. Typically, the student is required to take a specified number of courses at introductory, intermediate, and advanced levels (100-, 200-, and 300-level courses). The degree to which the sequence of courses is prescribed varies across disciplines, with the sciences, languages, and some of the social sciences putting particular emphasis on course sequence. The senior year, once standardized to include a two-semester senior conference, has become increasingly diverse since this requirement was eliminated in 1981-82. Some science departments (Biology, Chemistry, Physics) have no common offering for seniors; some departments require a combination of a one-semester senior conference and a one-semester paper or thesis; others require only the one-semester paper or research; a few retain the two-semester senior conference.

3.) Minors and Concentrations

While majors are the principal means by which depth is achieved, students also achieve depth by completing minors and concentrations, both optional. Forty minors are offered typically consisting of 6 courses in a department or area of concentration, selected to allow some choice for students while also representing the core of a discipline or subject. Some minors are offered by college programs that do not offer majors. In particular, the Arts Program, which offers courses in creative writing, dance, fine arts and theater, gives students the opportunity to minor in any of these fields. Concentrations are typically
interdisciplinary constellations, which sometimes form part of a major and in other cases are taken independently. Most concentrations are jointly sponsored by Bryn Mawr and Haverford (see below, under Inter-institutional Cooperation), but two are mounted by Bryn Mawr alone: Environmental Sciences and Hispanic and Hispanic-American Studies. For the list of concentrations, see Appendix 1:2.

4.) Divisional Requirements

The divisional requirements are intended to ensure that the student’s academic experience includes exposure to the broad range of topics and methods that constitute the intellectual endeavor. In science and mathematics, the student learns a structured approach to the physical and biological worlds; in the social sciences, she examines human behavior in the social context; in the humanities she studies human creativity in interpreting both the natural and the man-made world. We know from senior exit interviews that students have been very supportive of the divisional requirements.

Most of the courses which comprise the 32 possible majors can be used to meet the divisional requirements. However, there are guidelines that determine how the divisional requirements may be satisfied. In particular, the student’s work in mathematics and the sciences must include at least one course with a weekly laboratory component, which is perceived as essential to understanding scientific method. Only one practical (as opposed to historical or theoretical) course in fine and performing arts may be used to satisfy the humanities requirement. The faculty members responsible for a particular major may decide that certain courses should not be applied to divisional requirements, because they do not sufficiently reflect the discipline’s content. (For example, the statistics course offered by the Economics department cannot be used to satisfy the social science divisional requirement.) The Undergraduate Curriculum Committee reviews departmental recommendations concerning courses which satisfy divisional requirements.

5.) Foreign Language and Quantitative Methods Requirements

Foreign Language Requirements: To meet the foreign language requirement, each student must complete four semesters in a single language or demonstrate a comparable level of proficiency. The four-semester requirement was implemented as part of the 1997 curriculum revision, and it represents a reduction of two to four semesters of required courses in language or two semesters in Mathematics for some students because of the removal of the “additional work” requirement in language or mathematics (see Appendix 1:1). Although the new requirement is as demanding or more demanding than the language requirements at the College’s peer institutions, the reduction was strongly opposed by a significant minority of faculty members. The College remains committed to the belief that the ability to approach another culture in its own linguistic and cultural framework is an important hallmark of the educated person.

Quantitative Methods: This one-semester requirement reflects a belief that the Bryn Mawr graduate should have experience in the acquisition and application of tools for evaluating the enormous amount of often conflicting quantitative information that is a part of modern life. The Curriculum Committee has been charged by the faculty to reshape this requirement, and a proposal for revision is due in 1998-99 to the faculty.

6.) College Seminars

College Seminars are discussion-oriented, reading-and-writing-intensive courses for first- and second-year students. All students are required to take a College Seminar I during their first semester at Bryn Mawr, and a College Seminar II at some point during the next three semesters. College Seminars are designed and taught by clusters of three or four faculty members with different specializations (e.g., English, Biology, and Philosophy) and are intended to engage some of the fundamental debates and questions which have given rise to our current academic disciplines. Thus they may be said to be pre-disciplinary, rather than interdisciplinary, in content. Topics change from year to year; in 1997-1998 they included “Female or Male: What Difference Does It Make?”, “The Dance of the Spheres: the Interplay Between the Arts and the Sciences in the Search for Knowledge”, “Group Education and the Idea of a University”, and “Religion and Public Life in America.” (See Appendix 1:3 for a fuller list of topics.) Since the College Seminars replace the previous writing requirement (English 015-016, a.k.a. “Freshman English”), they retain the
writing-intensive format and, for the College Seminar I, the requirement of bi-weekly, individual conferences between the student and her instructor.

The College Seminar program was voted in one year before the rest of the curricular revision, on the basis of a proposal developed by an ad hoc group of faculty members who felt that a new approach to introducing students to critical thinking, reading, and writing was needed. Despite the fact that members of the faculty have been supportive of this program, it has not been possible in the first two years to achieve the goal of staffing it entirely by continuing members of the faculty. The program is due for a full review in 1998-99 by the Curriculum Committee, and long-term staffing issues must be considered as well as other aspects of the program’s success in achieving its goals.

7.) Standards of Performance

Grading at Bryn Mawr is done on a 4-point scale. The “Merit Rule,” requires, upon penalty of exclusion, that a student attain grades of 2.0 or above in at least half of her courses, and the “Standard of Work in the Major” requires that each student maintain grades of 2.0 or better in all courses in her major. In addition, the curriculum adopted in 1997 specifies that students must receive a grade of 2.0 in every course used to satisfy a requirement. (In foreign languages, the grade in the final semester of intermediate-level work, or the average of the two semesters of intermediate-level work, must be 2.0) These rules set minimum standards. In the past, few students have failed to meet these standards and few are likely to fail to do so in the future despite the expansion in the number of courses to which standards apply. Average grades at the College are far above minimum standards and have risen over the years.

b. Other Curricular Change over the Past Decade

Other significant and extensive changes over the past decade have played a role in enabling the curriculum to maintain its strengths in all three liberal arts divisions: humanities, social sciences, and the natural sciences and mathematics. New programs have been established, existing major programs and courses have been revised, and new courses have been developed and put in place. These changes have deepened Bryn Mawr’s long-standing attention to questions concerning gender and to the study of international and global affairs. The following paragraphs provide an overview of the curricular changes.

1.) Changes in Programs Offered

Since 1987-88, two new bi-college major programs have been established: Comparative Literature and East Asian Studies. Both have substantial participation by Bryn Mawr faculty and students. At the same time, two very small departments have been closed: History of Religion and Music. Our students may pursue study in these fields at Haverford. Three new concentrations have also been developed: Africana Studies (bi-college), Environmental Sciences (Bryn Mawr only) and Neural and Behavioral Sciences (bi-college).

2.) Modification of Established Programs

Over the course of the last ten years almost every major department has modified its curriculum. These changes, for the most part, have tended to reflect one or more of the following concerns: (a) to provide a curriculum which is more attentive to questions of gender and more inclusive with regard to various groups and cultures, both nationally and internationally; (b) to find better and more appropriate pedagogical approaches to the subject matter; (c) to make better use of new media and technologies in teaching; (d) to give greater attention to popular culture; (e) to integrate the latest developments and findings in a field; and (f) to better coordinate offerings with Haverford and Swarthmore. A number of departments have revamped major requirements significantly, while a larger number have given particular attention to modifying their introductory courses. A number of humanities departments have incorporated cross-disciplinary work into their curricula. Departments in the natural sciences and Mathematics have given particular attention to the laboratory components of their courses. Departments in all three divisions, have made increasing use of computer-aided learning as a means of enhancing the learning process.
Some interdisciplinary concentrations which existed in 1987-88 have also undergone extensive curricular revision in the last decade and have become much more robust. These include three bi-college programs: Education, Feminist and Gender Studies, and Computer Science.

3.) New Courses

Typically about 40 new courses are introduced to the curriculum each year. We have a successful record in recent years of securing foundation grants to support curricular enhancement and change. These grants provide released time and assistance of various sorts to faculty members for the development of new courses. Most important among these foundation grants have been:

§ two Ford Foundation grants to support curricular revision in the social sciences;
§ a John S. & James L. Knight Foundation grant to revise introductory courses across the curriculum;
§ a Pew Charitable Trusts grant to support expanding curricular offerings in the environmental sciences;
§ a Connelly Foundation grant to support faculty integrating digital imagery into their teaching;
§ an Andrew E. Mellon Foundation grant to support a more collaborative curriculum in a tri-college context;
§ a Mellon grant to support a more collaborative curriculum in a tri-college context in the foreign languages and utilizing the new pedagogical technologies;
§ two Howard Hughes Medical Institute grants for curricular development in biology and related fields.

(For a ten-year survey of foundation awards supporting curriculum development, see Appendix IV:11.)

The impact of new courses on the shape of the curriculum is difficult to assess, because we have not tracked the extent to which these courses are offered only once or on a regular basis. The Undergraduate Curriculum Committee plans to begin tracking the way in which new courses expand the number of courses offered and which replace previously-offered courses.

c. Patterns of Student Participation in Curricular Offerings

This section provides information on the distribution of majors and enrollments across departments and divisions and on the distribution of class sizes across the Undergraduate College. These statistics provide snapshots of the nature of student participation in the curriculum at different points in time. They also provide important insights into the access which students have to faculty, as variations among departments in number of majors, total enrollments, and class size may lead to differences in access to faculty. This issue is considered here for both enrollment and major distributions. While typical class size is also likely to vary across departments, data are not available with which to look directly at this issue. Moreover, class size is related to a range of pedagogic issues that deserve attention. Therefore, the discussion of class size is held until the end of the section.

1.) Distribution of Majors

The distribution of majors has been quite stable over time, across departments and the divisions of the curriculum (see Appendices I:4 and 5). NB. the departments in each division may be seen in Appendix I:4. For example, the division shares of majors among 1998 Bryn Mawr graduates majoring at Bryn Mawr are almost identical to those in 1988:

<table>
<thead>
<tr>
<th>Division</th>
<th>1988</th>
<th>1998</th>
</tr>
</thead>
<tbody>
<tr>
<td>Humanities:</td>
<td>1988--45% (118)</td>
<td>1998--45% (144);</td>
</tr>
<tr>
<td>Social Sciences:</td>
<td>1988--23% (60)</td>
<td>1998--20% (65);</td>
</tr>
</tbody>
</table>

[NB. Unless noted otherwise in this report, Cities majors, enrollments and faculty members are counted in the humanities, for the program was begun by an historian/humanist, who--for many years was--the sole full-time continuing member of the program. In September 1992 a second full-time position was added and is held by a social scientist. Cities thus highlights the artificiality of the distinctions we have to make between the humanities and social sciences in some sectors of the curriculum (cf. Psychology, which we include in science statistics, but which others may include in the social sciences).]
Extensive information on the distribution of Bryn Mawr majors across departments is provided in Appendix I:5. Summary measures, including the median number and median share of graduating majors by department for the periods FY 88 through FY 93 and FY 94 through FY 98, are provided in Appendix I:6. These figures tend to be relatively stable across the two five-year periods. Departments in the lowest quarter for median number of majors and major shares in the first five-year period are also in this quarter for the second period. Departments in the upper quarter on these measures in the earlier period also tend to be in the upper quarter in the later period. (Indeed, only one major in the top quarter for the first period falls out of this quarter in the second.) Despite the relative stability of the top quarter, individual departments within the quarter do show fairly large shifts in numbers of majors in some cases.

Statistics on the distribution of majors indicate that Bryn Mawr--like other women’s colleges--is unusual in the relatively high percentage of students majoring in mathematics and the natural sciences in comparison to national averages. Bryn Mawr approximates the level at Smith College (31%) and ranks above Barnard (28%), Mt. Holyoke (21%) and Wellesley (18%). We are also exceptional in the number of majors in foreign languages. Not only are our numbers relatively high (17% in 1997-98); we have not experienced the national drop in numbers of students majoring in foreign languages. In 1987-88, foreign language majors represented 16% of Bryn Mawr majors.

The number of students completing majors in more than one field has increased over the course of the decade. Whether this trend will continue is not clear. On the one hand, under the old curricular requirements some students may have found it relatively easy to add sufficient courses to those already required in particular fields for completion of the A.B. to complete a second major in those fields. On the other hand, by lowering the number of required courses, the new requirements may leave more room for even more students to complete a second major. The work plan for double majors has recently been redesigned to assure intellectual coherence in the student’s program and greater departmental input in the student’s planning.

2.) Distribution of Enrollments

Data on enrollments and enrollments per FTE faculty member are presented in Appendix I:7. NB. We append two sets of charts in this appendix. One set counts Cities’ data among the humanities; the other set counts Cities’ data among the social sciences. In interpreting the data of Appendix I:7, it is crucial to keep a number of points in mind.

§ Changes in the ways that enrollments have been recorded affect reported enrollment patterns across departments, as do differences in the number of credits students receive for different courses, which are taken into account in calculating enrollments.

§ Because meaningful, objective enrollment statistics have been difficult to define and maintain, we have not kept complete sets of statistics for the time period covered by this report. Instead we are presenting data for only three points in time, FY 88, FY 93, and FY 98. Thus, there may simply not be enough information to draw conclusions on enrollment trends over time.

§ Enrollments across divisions and disciplines reflect a wide range of factors, including, but certainly not limited to, student interests, curricular requirements, the number of courses taught by departments, the number of departmental faculty, limits on class size in some departments, and participation in courses by Haverford students. For this reason, even if the data were perfect, it would be difficult to draw conclusions about the reasons for differences in enrollments across departments.

§ Past enrollment data cannot be used for prediction purposes. Enrollments are driven in part by curricular requirements; thus, the newly adopted requirements may lead to differences in enrollment patterns.

All of these points also apply to the interpretation of enrollments per FTE faculty member. In addition, it is important to keep in mind that enrollments per FTE faculty member are heavily influenced by changes in the size of a department’s faculty.
With these caveats, the conclusions that can be drawn from Appendix I:7 are limited. Two points do stand out, however. The first is that there is considerable variation across departments and divisions both in terms of enrollments and enrollments per FTE faculty member. The second is that departments that have relatively low enrollments and enrollments per FTE faculty member in the first time period generally have relatively low numbers on these measures in the succeeding time periods as well.

3.) Possible Variations in Student Access to Faculty

Caveats notwithstanding, it is clear that majors, enrollments, and enrollments/faculty FTE are distributed unevenly across departments. These variations may explain the perception among many faculty that workload is not evenly distributed; as will be discussed below (I.B). As we have noted, these variations may also lead to variations in the degree of access that students have to faculty members. For example, most departments require a senior project from their majors. To the extent that there are variations in the number of majors (per faculty member) across departments, there are likely to be variations in the time that faculty members can provide to their seniors for these projects. Similarly, to the extent that enrollments/FTE vary across departments, there are likely to be variations in the amount of time that faculty can provide to individual students in need of assistance.

4.) Class (i.e. Course) Size

Class size has an important impact upon both the quality of the educational experience of undergraduates and the resources of departments which offer the courses. In general, small class sizes are advantageous from a pedagogical point of view. Nevertheless, very small classes (five students or even fewer) are often not pedagogically desirable, and the reduction of the number of these classes is good practice. In our 1988 Self-Study, we expressed a concern about the inordinate number of courses of a very small size. Over the course of the past decade there has been a modest trend toward a decrease in the number of courses with five students or fewer (see Appendix I:8). In 1987-88 the percentage of such courses was 15.7; in 1997-98 it was 12.4. We want to note that to fully understand the pedagogical implication of very small class sizes it would be necessary to look at their distribution. In some circumstances, e.g., upper level (300-level) courses in highly specialized areas, very small classes may be highly desirable, but small classes in lower-level survey courses may be indicative of problems with the course or may represent unproductive use of faculty effort.

Overall, in courses with more substantial enrollments, the changes in class size over the past decade have been negligible. When the teaching load was officially reduced at the College (see I.B.5.a), concerns were expressed that this would have an adverse effect on class size, but data on class-size indicate that this has not happened. The overall distribution of class sizes has been relatively constant over the past decade. To prevent large course enrollments, departments may “cap” registrations. So far, it does not seem that significant numbers of students are denied access by this practice.

3. Academic Opportunities at Other Institutions

We have cooperative agreements with a number of institutions in the Philadelphia area that expand the range of fields and courses available to undergraduates. Many students also spend a part of their undergraduate years in study at an institution outside of the area; most of these students study abroad, although some also enroll in domestic institutions.

a. Inter-institutional Cooperation

Although we cooperate with several area institutions, we have an unusually close relationship with Haverford College, which is about one mile away. The relationship between the two colleges is historic: Bryn Mawr was founded by a member of the Haverford Board of Managers. The present structure of cooperation dates from a 1977 agreement (see the Library of Materials) which allows students to cross-register and to major on the other campus, although cross-registration took place before 1977. Academic cooperation is overseen by the Two-College Committee on Academic Cooperation, whose Bryn Mawr members include the President, the Provost, the Dean of the Undergraduate College, the chair of the Committee on Academic Priorities, a representative of the Curriculum Committee, and one faculty member at-large.
The level of cross-registration is relatively high (see Appendix I:9). The current number of cross-registrations, approximately 3,200 courses, represents almost one-sixth of the sum of all course registrations. The 21-year average (1977-78 through 1997-98) is 3,434 courses at both colleges. In the first half of the decade considered in this report, cross-registrations were generally higher than this average and have been somewhat lower than the average since then with an all-time low in 1995-1996. Cross-registrations are spread throughout the curriculum, although the greatest concentrations occur in non-counterpart programs, i.e., programs offered at only one of the two colleges. With the exception of two years, the shares of cross registrations have been relatively even over the 21-year history. In 13 years the share has been higher at Bryn Mawr; in eight, at Haverford. There is a complicated financial agreement to compensate one of the partners if the imbalance of cross-registrations is excessive. No payment has been required in six of the last ten years.

Although most bi-college students take courses away from the home campus, relatively few major at the other college. Nonetheless, the number of cross-majors is significant (Appendices I:4 and 5). 14% of the Haverford graduating class of 1998 majored at Bryn Mawr (42 of 300 A.B.s). The share of Bryn Mawr students majoring at Haverford is less and has consistently been so. In 1997-98, 6.9% majored at Haverford (21 of 304 A.B.s).

Students choose to cross-register and cross-major for a wide variety of reasons. In some cases, only one of the two colleges has the class or the major in which the student is interested. However, a majority of students who cross-majored in 1998 majored in a field with a counterpart department at the home institution. In such cases, students may choose to major at the other school because the major department there offers a distinctive approach to a discipline. Sometimes students choose to major at the other campus in order to do research with a particular faculty member.

At a more complicated level of cooperation, two departments--French and German--were fused in the mid-1980s with their respective Haverford counterparts to make bi-college departments. In addition, most of the interdisciplinary programs are bi-college programs. These include two that offer majors (Comparative Literature and East Asian Studies) and programs that offer minors and concentrations (Africana Studies, Computer Science, Education, Feminist and Gender Studies, Neural and Behavioral Sciences, Peace and Conflict Studies). The practice of such cooperation is not always completely smooth. In theory, bi-college departments, which have faculty appointed to one or the other institution but a single chair who reports to both Provosts, exploit the potential to coordinate the curriculum; to eliminate unnecessary redundancy in the specializations of faculty appointed; to avoid conflict and overlap in scheduling courses; and to enable students to study with faculty members on both campuses rather than remaining on one. In practice, however, the fusing of departments has worked only with difficulty at the administrative level, because of such obstacles as differences in appointment procedures at the two institutions, a double workload for the department chair, who must report to two administrations, and significant differences in rules governing academic programs. However, students have experienced the predicted advantages of the fusion and, in many cases, faculty members in the cooperating departments have profited from increased collaboration and collegiality.

Problems in academic coordination have also occurred between counterpart departments. For example, there may be little coordination in hiring, so that new appointments duplicate, rather than expand, existing offerings; and ineffective consultation about course scheduling can lead to the same counterproductive scheduling. There may also be differences in major requirements that affect the extent to which students at one school can apply courses taken at the other institution to their major. Clearly cooperation with Haverford enhances the range of courses and programs available to students of both institutions. To increase its effectiveness, however, better communication about planning and programmatic requirements is needed. Also, in bi-college programs and departments, the benefits of cooperation to students can be enhanced by greater institutional flexibility about the rules governing the undergraduate program.

Much less extensive, but also important to the depth and breadth of our curriculum, are cooperative arrangements with three other area institutions: Swarthmore College, the University of Pennsylvania, and Villanova University. Of these, the level of interaction is highest with Swarthmore, which is the most comparable to us in size and mission. Swarthmore, Haverford, and Bryn Mawr were all
founded by Quakers in the 19th century and maintain that heritage with varying degrees of attachment. Student interchange is limited by distance. Swarthmore is about 30 minutes away and the shuttle van between the colleges runs only once an hour. An experiment will begin in January 1999 to see whether more frequent bus service results in increased cross-registrations. On the level of faculty and programs, there have been recent successful efforts to promote faculty exchange and curricular planning between the campuses with Mellon Foundation support. The three colleges have collaborated in seeking funding for the development of curricular offerings which one of them alone could not sustain.

The University of Pennsylvania is conveniently accessible by train from Bryn Mawr. Students take advantage of the less-commonly taught languages which may be studied there, and students majoring in departments and programs, including East Asian Studies, Geology, Growth and Structure of Cities, History of Art, and Political Science, frequently broaden their major programs by taking courses not available in the tri-college context. There are some arrangements for dual degrees. For example, majors in Growth and Structure of Cities who complete joint courses of study can earn a B.A. at Bryn Mawr and an M.A. in City Planning at Penn over a five-year period. Bryn Mawr also collaborates with the University of Pennsylvania in sponsoring a summer study program in Florence, described below under “Study Away.”

Consortium Grants from the U.S. Department of Education have facilitated multi-institutional arrangements that benefit interdisciplinary programs. The Africana Studies program became a Title VI Consortium Program in 1993, in affiliation with Haverford, Swarthmore, and the University of Pennsylvania. This support and arrangement have made it possible to offer introductory courses in Swahili language and culture and a course in African aesthetics and dance.

The exchange with Villanova University, established in 1988, remains the most limited of Bryn Mawr’s local collaborations. Advanced undergraduates may take upper-level courses in their majors at Villanova if that course is unavailable at Bryn Mawr or Haverford. From one to four students from Bryn Mawr and a similar number from Villanova take part in this exchange each term.

b. Study Away

1.) Foreign Study

In 1997-98, a total of 110 juniors were enrolled off-campus in foreign academic programs: 48 in Britain and Ireland, 38 in Europe, eight in Central and South America, five in Asia, five in Australia and New Zealand, four in Africa, and two in Canada. Nearly half of those who studied abroad (48) did so for an entire year, the remainder for one semester only. Through 1995-96, access to this experience was impossible for many students because all had to pay the full cost of their study abroad; that is, financial aid granted for study at Bryn Mawr could not be exported for this purpose. To address this inequity, a new policy was instituted in 1996-97, whereby students continue to pay their tuition to us and continue to receive financial aid. The College, in turn, pays the foreign tuition and the cost of one round-trip flight to the country of foreign study. Students receiving financial aid from the College may also receive subsidies for room and board. The effect of this policy is that some students without financial aid are paying more than they would have paid previously, but study abroad has become a realistic option for all students. Numbers have increased from a total of 81 students studying abroad in 1995-96, to 90 in 1996-97, to 110 in 1997-98. The funds received in tuition payments have sufficed to pay the expenses of all students whose applications to study abroad have been approved. See, however, Institutional Resources, IV.E.2 for the impact on the College’s finances.

In conjunction with this change in policy, a survey of department and program heads conducted by the ad hoc Foreign Study Committee (composed of two deans and seven faculty members) showed that, while most regard study abroad as an important personal enrichment both culturally and intellectually, there is a range of opinion about its curricular value. Seven of the 30 departments and programs responding consider study abroad essential to the major, thirteen consider it enriching but not essential, eight hold that while it is personally enriching, it may detract from the student’s preparation for the major in the senior year. The remaining two departments consider it damaging to the major as a whole. In its report, the ad hoc Committee recommended that those departments which consider a full year of study abroad to be problematic academically encourage their majors to select one-semester rather than full-year programs.
The many language and literature departments actively promote foreign study. Currently, the Russian, French, and Italian departments sponsor or co-sponsor programs abroad. A summer program in Spanish, which had been conducted at the Centro de Estudios Hispanicos in Madrid since 1965, was discontinued in 1997.

The Institut d’Études Françaises in Avignon, founded in 1962, is an internationally recognized summer institute under the aegis of the French department for undergraduate and graduate students who intend to pursue careers in university teaching and international affairs. In 1997 and 1998, courses were offered by faculty from the Sorbonne, Cornell, Harvard, Princeton, Johns Hopkins, Bryn Mawr, Haverford, and the University of Pennsylvania. Of the 84 students enrolled in 1998, 35 were from graduate programs in French and Comparative Literature in America and Europe and 49 were undergraduates. One member of our French department is charged to direct the Institute, and her teaching load on campus is reduced by one course to accommodate this important responsibility.

Bryn Mawr similarly sponsors jointly with the University of Pennsylvania the Italian Studies Summer Institute in Florence, established in 1979. Courses are taught principally by faculty members from those two institutions, supplemented by at least two distinguished visiting professors from elsewhere. Enrollments average 55 students per year, with more than half of them from the two sponsoring institutions. The directorship of the program rotates between Bryn Mawr and the University of Pennsylvania.

In Russian, Bryn Mawr is the lead institution in a consortium of 150 American colleges and universities that sponsor study in the countries of the former Soviet Union under the auspices of the American Council of Teachers of Russian (ACTR). Nearly all Russian majors spend a semester, academic year, or summer in a russophone country at one of the ACTR host universities in Moscow and St. Petersburg.

Other departments and programs that actively encourage foreign study include Africana Studies and International Economic Relations. Under its title VI Consortium grant, the Africana Studies program has established foreign study arrangements with the University of Nairobi, the University of Zimbabwe, the University of Ghana-Legon, and the University of St. Louis-Senegal. The program in International Economic Relations combines the study of International Economics with modern languages requiring a period of study abroad which includes the study of business applications of the target language. Usually students in this program spend the summer after the junior year studying in Avignon, Florence, or less frequently, in Trier (sponsored by Georgetown University), in Spain, or in Moscow.

Prior to 1996, permission to spend a semester or an academic year enrolled in a foreign institution or an American-sponsored program abroad was obtained from the department and the Undergraduate Dean’s Office. Now the Foreign Study Committee screens applications and selects programs to be included on the list of those approved for Bryn Mawr credit. Bryn Mawr does not currently evaluate programs by means of regular site visits, although faculty and staff members who travel abroad occasionally make evaluative visits to study-abroad programs. The Foreign Study Committee has requested that money be budgeted to subsidize such visits in the future.

2.) Domestic Study Away

Beside our local consortial arrangements, we have few formal ties with other institutions in the U.S. There is an exchange program with Spelman College in Atlanta. In addition, the SEA semester and other marine biology programs affiliated with Woods Hole Oceanographic Institute are encouraged for students concentrating in Environmental Science. Up to eight units (one year) of credit from other accredited, four-year U.S. institutions may be accepted toward the Bryn Mawr A.B., providing that the courses are approved by the student’s major advisor and dean.

4. Programs for Non-Traditional Students

Until 1994 the Division of General Studies (earlier called the Division of Special Studies), headed by an Associate Dean, included a number of special programs for non-degree students: the McBride Scholars program, the Postbaccalaureate Premedical Program, Continuing Education, Summer Sessions,
and the School Certification program. In 1996 the Division was dissolved as a distinct administrative entity. Important to this change was the decision to integrate better the McBride Scholars in the Undergraduate College. An Assistant Dean, reporting to the Undergraduate Dean of the College, continues to have oversight of our small continuing education program and school certification program. The Postbaccalaureate Premedical Program has its own director. The summer session has been reduced in scope to present offerings only for the Postbaccalaureate program.

a. McBride Scholars

The Katherine E. McBride Scholars Program serves women beyond the traditional age for college entry who wish to earn an undergraduate degree at Bryn Mawr. Since 1996 students entering the program are admitted directly as matriculated students. For a description of the program, see below, Student Affairs, III.D.

b. Postbaccalaureate Premedical Students

The Postbaccalaureate Premedical Program stresses intensive work in the sciences for women and men who hold bachelor’s degrees but need additional undergraduate training before making initial applications to schools of medicine, dentistry, and veterinary medicine. The program is designed primarily for students who are changing fields and who have not previously completed the premedical requirements.

This past decade has seen important changes in this program. By most standards, it is viewed as enormously successful and is highly rated by both colleges and universities which send us their graduates and by the medical and veterinary schools to which most students go on. The quality of students admitted to the program is high, and their ability, maturity, and excitement about their new careers make them satisfying to teach. Still, there have been significant stresses on the faculty and on the undergraduate students in the science departments in which Postbaccalaureate students enroll, especially early in the 1990s when applications to the program, paralleling those to medical schools, doubled and tripled, and the program grew to over eighty students. In the past two years applications and enrollments have decreased, again following a national trend. At this point, our program remains strong and the reduced numbers are seen as a return to a more appropriate size. Enrollments of fifty to sixty students are ideal. If the numbers continue to fall, however, the cost of the program structured as it is now will have to be weighed against its benefits.

In another change, the policy of mixing the Postbaccalaureate students with undergraduates in lecture courses was abandoned, and special Postbaccalaureate lecture sections were created for the basic Biology, Chemistry, and Physics courses which the students took. This change addressed the undergraduates’ sentiment that the presence of Postbaccs in classes was intimidating and undermined the value of a small women’s college for students in the sciences. The two groups of students continue to be mixed in labs and in interest groups formed around prospective medical specialties for both constituencies. The difficulties of staffing courses in a division (natural sciences) in which enrollments have increased (partly through this Postbaccalaureate program) and separate courses have been created for undergraduates and Postbaccs, has led to a practice of staffing Postbac introductory science sections with unranked members of the faculty. This has been a source of complaint among the Postbacc students, although the undergraduates are happier in their sections.

5. Evaluation in the Undergraduate Academic Program

The College’s mission is to provide a rigorous and challenging education. Multiple forms of evaluation are in place to ensure that we fulfill that mission.

a. Evaluating Student Coursework

Work in individual courses is carefully evaluated throughout each student’s career at the College. The work evaluated may include participation in class, homework, group or individual projects of various sorts, oral presentations, performance, laboratory work, quizzes, examinations, and writing of various kinds. The work to be evaluated is specified by the course instructor (often in the context of the
academic department or program which sponsors the course). Grading is on a 4 point scale. All students must receive minimum grades in a specified group of courses in order to satisfy the requirements for the A.B. (see above, A.2.a.7)

b. Assessing the Academic Program

Both individual courses and major programs are regularly assessed. Students evaluate their learning experience and their instructors by means of course evaluations. Faculty are responsible for assessing and modifying their courses. Departments are responsible for assessing and modifying the curriculum within a major. The great number of significant revisions of courses and of departmental curricula provide evidence that this process of assessment and modification is a lively one at Bryn Mawr. The Curriculum Committee is responsible for overseeing the undergraduate curriculum. Occasionally it undertakes an assessment of a sector of the curriculum. In the current academic year, it is reviewing the College Seminar program.

Academic programs and departments, in accordance with College policy, submit to regular external peer review, approximately every ten years. These reviews, often undertaken in a bi-college manner, are conducted by teams of outside evaluators. Departments prepare for these visits by producing extensive self-studies. The self-study and the evaluators’ reports are shared with the Committee on Academic Priorities. The department or program under review is asked to respond in writing to the outside evaluators’ report. Appendix I:10 provides a list of departmental and program reviews conducted since 1987-88.

c. Assessing Outcomes

Most majors require a capstone project in the senior year, commonly a senior thesis for which the student carries out an independent research program under the guidance of a faculty member. Ideally, the student gains valuable skills in synthesizing and assessing her own work in the major as she completes this project.

We use a number of self-reporting methods to gauge the quality of the undergraduate academic experience, including freshmen and sophomore surveys, senior exit surveys, and alumnae surveys. Respondents to these surveys consistently express a high degree of satisfaction with and a deep respect for the rigor of their academic experience and the learning environment. In general, these surveys have provided us with valuable information, although much of the data that have been collected has been underutilized. (See below, Undergraduate Student Affairs, III.P and Appendices III:10 and 11.)

In addition to extensive self-reporting and assessment by students and alumnae, other indicators of the “outcomes” of the student learning experience include the large number of post-graduate awards won by Bryn Mawr graduates, and the high acceptance rates and placement of Bryn Mawr graduates into graduate and professional schools. A related and important indicator is the high percentage of Bryn Mawr graduates who go on to the Ph.D.

6. Analysis

Over the last decade the undergraduate curriculum has changed significantly. Though many of our traditional disciplinary strengths have been maintained, several new interdisciplinary programs have been established. The content of the curriculum, which has always had a strong international orientation, has become even more internationally- and globally-oriented. Gender perspectives and issues have permeated the curriculum in all three divisions. More attention has been given to pedagogy, especially to the new technologies for teaching. The decade of changes has been capped by a new set of requirements for the A.B. degree, including the new College Seminar program.

During this period, students have approached the development of their plans of academic study in increasingly varied ways. More of our students are graduating with double majors and more are studying away. Students continue to design independent majors at about the same rate as at the beginning of the decade. Senior exit interviews continue to reflect a very high degree of satisfaction with the academic experience at the College.
In the near future, discussion of curricular change is likely to focus on the range of courses and programs that the College offers rather than on the requirements for the A.B. As at many academic institutions, students and faculty members alike feel that this range should be expanded in the light of changes in the way that knowledge is organized and in the ways in which students orient themselves to the world. At Bryn Mawr, where a large proportion of the undergraduate student body comprises American ethnic minorities and citizens of other countries, this second factor takes on particular importance.

Areas of curricular change will probably fall into three broad categories. The first involves changes in traditional fields of study. Some majors historically focused on Europe, for example, might become more global and/or might add some emphasis on the U.S. Majors structured on the tacit assumption that all students are being prepared for graduate school might be reconsidered. While strong preparation for advanced academic study and careers in academia should continue, it must be recognized that many students hope to apply their disciplinary training in a non-academic context. The faculty may have to consider the kinds of courses which might be appropriate for such students and, without sacrificing intellectual rigor, design programs that prepare them for a wide range of future activity.

The second area of likely curricular change and possible expansion involves less traditional fields of study. Students have expressed interest in such areas as Asian-American studies, cinema, computer science, and public policy. Like most non-traditional programs, these are by nature interdisciplinary, and require careful planning with regard to structure and staffing. In adding any interdisciplinary program, we will have to consider carefully the quality of the intellectual framework that it provides for its students.

The third area for curricular change involves non-traditional courses, especially those that pertain to the application of academic training in off-campus situations. Such courses might take a variety of forms, including performance, internships, service learning (when coursework includes a contribution of time to a community or government organization), or seminars in which students collect data from off-campus sources for research projects on a common theme. A concern in implementing courses of this type is that their academic component be sufficiently strong. Maintaining the academic rigor of such courses could demand a higher level of supervision than faculty members--given their other responsibilities--are able to provide. Thus, any plan to add (or enhance) “hands-on” learning would have to incorporate support for faculty involvement (for example, an administrative assistant to take care of non-academic oversight and logistics). The University of Pennsylvania, which has a well-established service-learning program in West Philadelphia, has offered Bryn Mawr faculty members and students the option of participating in its courses. Such participation could facilitate the development of applied-learning programs based at Bryn Mawr.

7. Issues

This is a time of change, not only at Bryn Mawr, but implementing change requires confronting financial and physical limitations which make simple additions to the curriculum impossible. The introduction or expansion of some fields of study inevitably will require the cutting back of others. There are five main areas that represent challenges for the future.

• The College Seminars are under evaluation this year for the first time. As presently constituted, these Seminars take up a significant percentage of the standard faculty course load, requiring 33-40 sections each year. This affects offerings in other realms of the curriculum. Sustaining this level of commitment would necessitate some reallocation of resources, but it is not easy to determine how these reallocations might be made.

• The relation of graduate to undergraduate programs is another challenge. In departments in which they exist, graduate programs may enhance the undergraduate curriculum by increasing the depth of the courses available to undergraduates, by promoting an atmosphere in which high-quality research is fostered, and by providing teaching assistants for undergraduate classes. At the same time, staffing such programs requires resources that might, at least in theory, be applied to the undergraduate curriculum. This may be an argument for reevaluating the pros and cons of the current distribution of resources between graduate and undergraduate programs, especially if numbers of students in some graduate programs decline.
• A third challenge is the future allocation of staffing and other resources among undergraduate programs to ameliorate chronic overloads in some areas and to accommodate shifts that may result from changing curricular requirements.

• The fourth challenge is to enhance cooperation among departments and interdisciplinary programs with respect to curricular and appointment matters. New faculty appointments should take account of institutional needs as well as departmental ones. Making such appointments would involve extensive cooperation among departments in setting priorities and carrying out searches. The Committee on Academic Priorities should play a role in facilitating this process.

• The fifth area involves enhanced cooperation with other academic institutions. Historically, these relationships have enabled us to offer our students a broader range of courses and programs than would otherwise be possible. Hence, in addition to increased interdepartmental cooperation within the College, departments and programs should develop new initiatives in bi-college and tri-college collaboration. Although much has been accomplished over the last decade, more remains to be done if cooperation is to be effective: better coordination in hiring to promote expansion rather than duplication of existing offerings; better coordination in scheduling; better understanding of how administrative and departmental rules affect cooperation.

Answering these challenges will enable us to continue to provide the rigorous and intellectually stimulating academic experience that has been central to our mission from our founding. It is important that this long history of academic excellence and of students’ high satisfaction with the academic programs, of which the quality of teaching is cited as especially important, be sustained and developed. That can only happen if we engage the challenges detailed above.

B. Faculty

The members of the Bryn Mawr faculty aspire to be a self-governing community of teacher-scholars who combine the best virtues of teaching and scholarship. The interaction between teaching and research is to be creative and fruitful. Our small size and predominantly undergraduate student body clearly identify the institution as a liberal arts college, yet the long and founding tradition of graduate programs and an equally long tradition of landmark scholarship by our faculty mark Bryn Mawr as a place that gives particular attention to research. A 1995 national study by the Higher Education Research Institute (HERI) named us as one of 11 institutions in the nation which accomplished both a high level of research and a strong commitment to students; we are one of the very few “high/high” institutions. A 1981 UCLA study came to a similar conclusion.

1. Composition

We have nominally three faculties, the Faculty of Arts and Sciences (A&S), the faculty of the Graduate School of Social Work and Social Research (SWSR), and the General Faculty which comprises both. The complement of continuing members of the General Faculty is not large. In the fall of 1997 there were 136, of whom 15% were non-tenure track. (NB. Unless noted specifically, numbers are for the 1997-98 academic year). Within the cohort of 136 (132 FTE) are 90 tenured faculty members (88 are full-time, 2 part-time), 25 full-time persons on tenure track, and 21 on continuing non-tenure track appointment (18 FTE in the Arts, Education, Physical Education, and in such capacities as laboratory and language coordinators). The distribution of the faculty in the traditional ranks is very uneven: sixty-five (57%) of the ranked faculty have the rank of Professor; 28 (24%) are Associate Professors and 22 (19%) are Assistant Professors (see Appendix I:11.) Among the continuing non-tenure track faculty, 12 (57%) hold the highest rank of Senior Lecturer.

Over the course of the last ten years the faculty has changed significantly. Although the size of the faculty has stayed approximately the same, the number of ranked faculty has been reduced from 128 to 115. The 1988 Middle States Self-Study characterized the faculty as young and expressed a concern over the small percentage of minorities. The faculty now is much older. Sixty-five of the ranked faculty (115), or 57%, are older than fifty-years of age. In 1987-88, 41% were in this age group. Some progress has been made with regard to the diversity of the faculty. In 1987-88, 10% of the ranked faculty were from under-represented racial and ethnic groups; in 1997-98 15% of the faculty were from these groups. The gender distribution of the faculty continues to shift toward women.
In 1987-88 43% of the ranked faculty were female; in 1997-98, 48%. In the current year and for the first time in many years, perhaps ever, the majority of the ranked faculty are female.

The teaching personnel is distributed among two schools, Arts and Sciences (A&S) and the Graduate School of Social Work and Social Research (SWSR). Within A&S, faculty members are appointed to one of 22 academic departments or seven programs (Arts, Computer Science, East Asian Studies, Education, Growth and Structure of Cities, Hebrew and Judaic Studies, Physical Education). Faculty members appointed to these departments or programs are also responsible for the following interdepartmental programs which do not have their own permanent staff: Africana Studies, Comparative Literature, Environmental Sciences, Feminist and Gender Studies, Neural and Behavioral Sciences, and Peace Studies. With the exception of Environmental Sciences, all the above interdisciplinary programs are bi-college. Departments range in size from eight or nine full-time members (Chemistry, English, Mathematics) to two (Italian), as shown in Appendix I:12, which provides FY 98 tenure, tenure track, and continuing non-tenure track numbers on a departmental basis. Two departments--French and German--are bi-college. In terms of the curricular divisions of the Undergraduate College, ranked faculty members are distributed as follows: 19 in Division I (social sciences), 32 in Division II (natural sciences, including Psychology, and Mathematics), 48 in Division III (humanities, including History). There are 16 ranked faculty members in SWSR (see Appendix I:13). Appendix I:14 graphs ranked faculty by division and 1998 senior majors at Bryn Mawr (including Haverford students who majored here). Continuing non-tenure track faculty (CNTT) are distributed by division as follows: social sciences (.5), natural sciences (5), and humanities (11); in addition, there are CNTT slots in the Education Program (1) and Physical Education (4).

Since our last Middle States review, we have regularized the status of continuing non-tenure track members of the faculty. Appointment procedures have been established, benefits clarified, positions and policies considered by the faculty committees on Academic Priorities (CAP) and on Appointments (CA). Some positions have been converted from continuing non-tenure track status to tenure track status.

In addition to the permanent or long-term teaching staff, there are temporary appointments, including bridge appointments, sabbatical leave replacements and Mellon and other postdoctoral fellows, who contribute one or more courses each semester to the curriculum. We do not have a policy of replacing all faculty on leave. Replacements are negotiated with the Provost. We estimate that we replace approximately three-quarters of the courses which faculty on leave would have taught. We host two (and occasionally three) Mellon Postdoctoral Fellows annually. They have most often been appointed to interdisciplinary programs (See Appendix I:15).

2. New Appointments and Recruitment of Faculty

The composition and quality of faculty depend on recruitment. All tenure track searches are national and well-advertised. Efforts are made to recruit a deep and diverse pool of candidates. The authorization to search for a new tenure track faculty member follows a procedure in which the elected, five-member faculty Committee on Academic Priorities (CAP) recommends to the President which searches should be undertaken. Upon the approval of the search by the President, the elected, five-member faculty Committee on Appointments (CA) and the Provost oversee the search process. From its inception in 1989, CAP has considered appointments within the framework of the 1988 Plan for Achieving Financial Equilibrium (PAFE) which mandated a ceiling of 100 tenure track FTEs in Arts and Sciences. This ceiling has never been achieved and is currently under reconsideration. The number of tenure track positions in Arts and Sciences was 114 in 1987-88 and 102 in 1997-98 (NB. there were searches in 1997-98 for an additional three slots). Both the authorization and the search processes are normally conducted in consultation with Haverford College.

The reduction of the size of the faculty has intensified the imbalance in seniority, and has made diversifying the faculty and the curriculum more difficult, since retiring faculty have sometimes not been replaced. Nonetheless, there have been 59 successful tenure track searches in the ten-year period, 1987-88 through 1996-97. Of these 59 appointments, 41 continue on our faculty, 10 resigned and 8 were not reappointed. Three of the 59 were hired at the rank of Professor, ten at the rank of Associate Professor, and 46 at the rank of Assistant Professor. In the same ten-year period 68% of tenure track hires have been women; 22% have been members of minority groups.

In the spring of 1998, in light of our improved financial situation, and after consultation with CAP, the Provost called for a reconsideration of PAFE-determined restrictions, and invited every academic department and program to submit a projection of its staffing needs over the next five to ten years, with an eye to planning possible reconfigurations. The goals of such potential reconfigurations were enumerated as follows: furthering the mission of...
the College; contributing to the diversification of the faculty and the curriculum; supporting the College Seminars; contributing to interdisciplinary programs; supporting graduate programs; relating to programs or departments at Haverford and Swarthmore.

3. Compensation

a. Salary

We have made serious efforts to improve the compensation of faculty over the past ten years. These efforts have not succeeded as well as we had hoped inasmuch as the primary means by which we measure our success is our relative standing in a comparison group of peer liberal arts colleges (see Appendix I:16). In each of the three ranks, our median and average salaries are toward the bottom of the comparison group. For a fuller discussion of faculty salaries, see below, Institutional Resources, IV.E.1.d and Appendices IV:22 and IV:23.

b. Benefits

We provide the faculty with a comprehensive set of benefits. These include a flexible benefit plan (which includes a contribution to health and dental insurance as well as medical and child care spending accounts), pension, children’s college tuition, spouse tuition, mortgage and moving costs. See Appendix I:17 for fuller description of these benefits and eligibility requirements. Two recent significant accomplishments are (1) redefining the health insurance options in conjunction with joining a consortium of institutions (see below, Institutional Resources, IV.A.6) and (2) extending and redefining the children’s college tuition benefit in ways that now include all continuing faculty and staff members.

4. Evaluation of Faculty and New Appointment Policies

a. Evaluation

The faculty sets for itself a high standard of published research and classroom performance. We have an extensive system of regular peer and student review. All faculty members are reviewed by their students each semester by means of written course evaluations on forms distributed by the Committee on Appointments (CA). These mandatory evaluations were inaugurated in 1989-90 by the CA. As of 1998-99, all courses are subject to student evaluation. Except for the annual merit reviews of full Professors (which are made by the President, the Provost, and the chair of the CA), all peer reviews are conducted by the CA which advises the President and the Provost. Reviews of tenure track faculty consider the three areas of scholarship, teaching, and service.

In the course of a typical appointment, an Assistant Professor is evaluated in the third and sixth years prior to contract renewal. When the latter review is successful, the faculty member attains tenure and promotion to Associate Professor status. Evaluative review occurs again when the faculty member puts him or herself forward for promotion to the rank of full Professor, usually between the fifth and seventh year. Associate Professors who have not been promoted after seven years at that rank are reviewed in their eighth or ninth year and, again, in their thirteenth year if they are still at that rank. Since 1984-85 full Professors have been reviewed annually for purposes of determining salary on a merit system, and since 1992-93 full Professors have been reviewed in greater depth every six years by the CA. The Faculty Handbook, which is in the Library of Materials, contains the procedures which pertain to these various reviews. The procedures for and the timing of the annual merit reviews are currently being reconsidered. The calendar and procedures for reappointment and promotion have been changed somewhat for 1998-99.

Faculty members on continuing non-tenure track appointment are also reviewed by the CA for reappointment at the rank of Lecturer (after three years), promotion to the rank of Senior Lecturer (after six or seven years as Lecturer), and subsequent reappointment at that rank (every five or six years). These reviews are like those for faculty on tenure track in nearly all respects, except that outside letters are not always required and the category of “scholarship” is defined in terms appropriate to the candidate’s area of competence or not required at all.

Candidates whose reviews for initial reappointment or reappointment with tenure result in negative decisions may appeal those decisions on the grounds of procedural error. Since 1988 there have been eight negative decisions and three appeals on the last three of these decisions. One appeal was of a decision on initial...
reappointment and two were of tenure decisions. In one of the tenure cases, the faculty review committee found a
procedural error. The candidate was reviewed a second time and again denied tenure.

b. New Appointment Policies

The senior faculty and administration strive to establish an environment for new and junior faculty that is
encouraging and supportive. Two new policies since 1988 have been established to help accomplish this; they are a
policy on stopping the tenure clock for family reasons and a mentoring program for junior faculty. In addition, the
parental leave policy has been made more generous. The Faculty Handbook, which is in the Library of Materials,
has the details on these policies. Furthermore, with stated policies in the Faculty Handbook, we have also become
clearer about sexual harassment and consensual relations.

5. Teaching and Advising

As at most small liberal arts colleges, our faculty members are expected to be effective, creative,
challenging--yet sympathetic--teachers, at all levels of the curriculum. In recent years, a number of factors, none of
which is unique to us, have combined to make meeting this expectation continually more difficult. These factors
include: the need to keep abreast of the virtual revolution in content and rhetorical approach that has occurred in
many disciplines; the demand for curricular innovation to bring this revolution into the classroom; the need to
diversify content areas of the curriculum to meet the expectations of a culturally pluralistic student body; the need to
renovate pedagogical techniques to accommodate changes in students’ academic preparation and learning styles; the
need to learn the applications and potential of new technologies, especially digital technology, and to incorporate
that technology in teaching. The pressure on individual faculty members to meet these challenges has been
exacerbated by a reduction in the number of faculty in some departments and by the preponderance of senior faculty,
many of whom are having to teach themselves subject areas, technologies, and pedagogical strategies that their
younger colleagues are learning in graduate school. Not surprisingly, the task force on “A Faculty of Teacher-
Scholars,” which was a part of the mid-90’s planning effort, The Agenda for the Future, and which was chaired by
two Professors of Biology and Political Science, found many faculty members expressing “a sense of overwhelming
stress.” At the same time, however, this task force found that “Bryn Mawr faculty members are by and large content
with their performance as teachers.” Indeed, the College has some truly exceptional teachers on its faculty, who have
been recognized by their professional organizations, and by state and national groups. Exceptional teaching is
acknowledged annually at Commencement by two awards. Student course evaluations, senior exit interviews,
COFHE surveys, and alumnae/i surveys consistently show very high student satisfaction with the quality of
teaching at Bryn Mawr.

a. Teaching Load

For administrative purposes, the teaching load is calculated strictly on the basis of courses taught,
regardless of course level (undergraduate introductory course or graduate seminar), numbers of students enrolled, or
additional instruction conducted outside the classroom (e.g., supervision of M.A. or Ph.D. theses, independent
research, internships, etc.). In the natural sciences some labs count toward the course load. On this basis, the
教学 load has been uniform in principle across the College. Until 1989-90 it was three courses per semester; in
1990-91, however, it was reduced to three and two. Since the reduction in teaching load largely coincided with the
restrictions on faculty size described above, the implementation of the reduction was difficult for some departments.
Some, most notably SWSR, were able to effect it only slowly. Some departments found it necessary to alter their
curricula and/or major requirements to achieve it. The percentage of classes which are very small (fewer than 6
students) has accordingly become smaller. One of the concerns expressed in the 1988 Middle States Self-Study was
the too high percentage of very small classes. Departments addressed this concern, in part, when they restructured
the curriculum in view of the reduced teaching load. (See Appendix 1:8 for statistics on class size.)

In practice, class size, non-classroom instruction, team-teaching, pedagogical practices, and other variables
cause the teaching load to vary significantly among departments and individual faculty members. For example, the
accompanying tables (see Appendix 1:7) show the teaching load calculated by department and division in terms of
enrollments in 1987-88, 1992-93, and 1997-98. These demonstrate that, viewed from an enrollment perspective,
the teaching load for all the humanities departments and some social science departments is lighter now than it was
ten years ago. Relief from excessive teaching loads and maintaining appropriate class size is provided in an ad hoc
way by the Provost by double-counting very large classes, and by appointing extra faculty on a temporary basis, for
example, to teach extra sections of language classes. Because of their heavy load of writing assignments and one-on-
one conferences, the new College Seminars count as one- and one-half courses per faculty member. In some areas of the curriculum teaching assistants (graduate students) or discussion leaders (advanced undergraduates) provide teaching support.

Twelve of 22 departments in Arts and Sciences have graduate programs (Biology, Chemistry, Classical and Near Eastern Archaeology, French [M.A. only], Geology, Greek, History of Art, Latin, Mathematics, Physics, Psychology, and Russian). (See below, I.C). Faculty members in these departments teach graduate seminars as part of their five-course teaching load. Faculty members in departments without graduate instruction may participate in the graduate programs as well by supervising independent study and by sitting on Ph.D. supervising committees, which, by faculty rules, must be chaired by a faculty member from a department other than the one in which the student is enrolled. Like the supervision of theses and dissertations, participation on supervising committees comes on top of other teaching obligations.

While all faculty members are expected to keep the content of their courses up-to-date, many have devised entirely new courses to meet changing curricular needs. The development of new courses is facilitated by released time, which in turn is often made possible by funding from outside sources specifically designated for curricular change (the funding is used to hire temporary instructors for the course[s] from which the person on long-term appointment is released). Since 1987-88, large institutional grants from the Knight, Mellon (2), Ford (2), Connelly, and Pew foundations have supported releasing faculty members from teaching to design or redesign new courses (see above, I.A.7.b.3 and Appendix IV: 11). Many faculty members design new courses, or revamp old ones without having released time, as well. A goal of the recent Mellon grants has been also, in part, to support the revamping of the curriculum in closer collaboration with Haverford and Swarthmore.

b. Collaborative Teaching

Team-teaching is viewed as an effective and stimulating way to achieve breadth of coverage and/or interdisciplinarity, and it is encouraged by allowing--in most cases--each member of the team (usually a pair) to count the course as one full unit. A few introductory survey courses are team-taught (e.g. Psychology 101-102), although their number has sharply declined with the disappearance of large survey courses. On the other hand, several team-taught, sometimes bi-college, interdisciplinary courses have become standard offerings; some examples are Introduction to Africana Studies, African American Culture and Community, Evolution, Medieval Women, Survey of Western Architecture, Introduction to Cultural Analysis, Interdisciplinary Perspectives on Gender. A good number of other team-taught courses have been offered on an occasional basis. The College Seminars present a modified version of team-teaching, with a combination of general sessions attended by all of the faculty members in a cluster, and sessions and conferences that are the sole responsibility of one instructor.

c. Teaching Fundamental Skills

All faculty, whatever their rank, share in the responsibility of teaching introductory courses and of teaching fundamental skills, especially writing. However some departments (especially departments of language, physical sciences, and mathematics) have faculty members who specialize in teaching fundamental skills. These positions include laboratory coordinators in the natural sciences, a program coordinator in Mathematics, and language pedagogues in modern languages. Laboratory coordinators and language pedagogues take responsibility for courses or components of courses that are preparatory or auxiliary to the teaching of their colleagues (e.g., as basic language courses prepare students for work in literature, or as laboratory work supplements lectures in science). Thus they must work in frequent consultation with these colleagues to achieve maximally productive results.

d. Pedagogical Development

In some departments, teaching is a constant topic of informal conversation, but the College has no regular forum for discussing pedagogical problems and techniques. In the case of collaboratively taught courses, staff meetings may become de facto seminars on teaching. This was sometimes true of the staff meetings for English 015-016 instructors, and is becoming true for those participating in the College Seminar Program. A need for more general discussion of issues in teaching is felt by many faculty members. In 1996-97 a large group of science faculty, junior and senior members, met regularly to discuss science pedagogy. Currently a group of faculty members--at their own initiative and across the spectrum of disciplines--is meeting to discuss a variety of pedagogical concerns including classroom dynamics, students' self-censorship, and an intensifying focus on grades.
The Provost’s Office has supported released time for faculty members to develop new courses, as mentioned above. The Provost’s Office has supported and encouraged faculty in the natural sciences to participate in the national and regional programs sponsored by Project Kaleidoscope. Bryn Mawr faculty have given national leadership to this effort to improve science teaching. The Provost’s Office has also supported on an ad hoc basis the participation of faculty in national meetings concerned with pedagogy.

As stated above, one of the largest current pedagogical concerns of faculty is the role of the new technologies in the classroom. In consultation with the faculty, the Provost’s Office has established a new Instructional Technology Team (ITT) to support this endeavor (see below, Academic Support I.E). Outside funds have successfully been sought from the Pew Charitable Trusts, to which regular College funds have been added, to establish a fund to support released time and student assistance for faculty developing their skills in this area.

e. Advising

Closely related to formal instruction is academic advising. Unlike many institutions (including Haverford), Bryn Mawr does not assign each student a faculty advisor. In the Undergraduate College, academic advising of freshmen and sophomores is undertaken by the deans in the Office of the Dean of the Undergraduate College (see below, Undergraduate Student Affairs, III.C), who continue to play a large role even after students have declared their majors and have a major advisor. The major advisor is a faculty member designated by a department or program to advise students about fulfilling the requirements for the major. This may include advice on study abroad and preparation for employment or graduate school, but on these last topics many students depend on the deans and the counselors in Career Development. The nature and degree of involvement of faculty members in advising varies among departments and among faculty members generally. The greatest involvement occurs in the interdepartmental programs, where planning individual major programs entails the greatest complications (i.e. in Africana Studies, Comparative Literature, Environmental Sciences, Feminist and Gender Studies, Growth and Structure of Cities). In the cases of some interdisciplinary programs and departments with large numbers of majors, such as Biology, English, and Cities, the job of the major advisor is very substantial. In addition to the formal assignment as major advisor, many faculty members advise undergraduates informally about course selection, study abroad, and choice of graduate school.

In GSAS, all academic advising is done by faculty members. Until s/he has a dissertation advisor and is accepted for Ph.D. candidacy, graduate students are advised by a departmental representative. Graduate students are principally dependent upon faculty members for advice on all aspects of their professional formation, including publications, conference presentations and employment. In the past decade, however, the responsibility for advice about funding opportunities has increasingly been taken over by the Director of the Office of Faculty Grants, whose Website includes information about grants for graduate students, and who assists individual students with on-line searches targeted at the particular subject areas of their research.

In SWSR, all students are assigned an advisor who is a full-time member of the faculty or administration. Advisors help in orienting the students to the School, its curriculum and policies, providing guidance in the selection of a student's course of study, identifying resources for resolving problems that may be interfering with the student's educational performance, and discussing and evaluating career goals. In the Master's program, advisors are responsible for reviewing the academic performance of students during and at the end of each semester. Advisors discuss any performance issues with advisees, inform the Dean when performance concerns place a student in academic jeopardy, and present such information to the Committee on the Evaluation of Master's Students. The advisor also consults with first-year students about their general course of study. A more detailed discussion of advising in the MSS program can be found in the SWSR Handbook (available in the Library of Materials). In the doctoral program, advisors are responsible for reviewing the progress of their advisees at the end of each semester and for reporting anyone who is in academic jeopardy to the Doctoral Faculty. The advisor recommends a student for candidacy upon completion of the course requirements and assists the student in identifying a dissertation topic and sources of funding with which to support her or his research. A more detailed discussion of doctoral program advising can be found in the Operating Procedures Manual of the Ph.D. program (available in the Library of Materials).
6. Research and Research Support

All tenured and tenure track faculty members are expected to have an active program of research, including publication of their results. These expectations are shared by faculty and administration. The faculty view was expressed in the report of the task force on “A Faculty of Teacher-Scholars,” part of the Agenda for the Future process. There is stated: “we believe that liberal education without an eye to professional scholarship may become slack and self-satisfied.” While some faculty members find the tension between the demands of scholarship and of the classroom frustrating and difficult, others find ways to make the two activities mutually reinforcing. Despite relatively heavy demands of teaching and service, nearly all tenured faculty succeed in sustaining ongoing scholarship, although not always at the pace they would prefer.

Many of our faculty members maintain a high level of scholarly productivity. This can be measured by the quantity and quality of publications and by the success of faculty members in securing outside support for their research. Since 1992, the Provost’s Office has published an annual list of faculty publications (available in the Library of Materials). These list some 175 to 300 publications each year. Although external funding sources have dwindled and become more difficult to find, our faculty members continue to win substantial outside support. In the last ten years, faculty members have won fellowships from or at the following: the John D. and Catherine T. MacArthur Foundation (1), the National Endowment for the Humanities (8), the J.S. Guggenheim Foundation (1), the H.F. Guggenheim Foundation (3), the American Council of Learned Societies (1), the Fulbright Association (1), the Humboldt Foundation (2), the Bunting Institute (1), the Russell Sage Foundation (2), the Institute for Advanced Study in Berlin (1) and the Institute for Advanced Study in Princeton (1). Our natural scientists have been very successful with the National Science Foundation; 72% of ranked faculty in the departments of Chemistry, Geology, Physics, and Biology currently enjoy outside support for their research.

Our faculty members have achieved a 68% funding rate (awards to submissions), while most of our peer institutions have a funding rate below 55%. The national average is in the 25-35% range. According to a survey of 30 liberal arts colleges conducted by the Director of Faculty Grants in 1994 (see Appendix I:1), we were above the average of 17 respondents in the number of faculty members applying for outside funding, well above average in the number of faculty receiving awards (35 vs. 19), the number of grants they received (47 vs. 27), and the total dollar amount of the awards ($1,983,902 vs. $1,474,224). It might be noted that the Bryn Mawr cohort was well below the average of this group in size (136 vs. 169 full-time faculty; 115 vs. 160 tenured and tenure track faculty) and in number of support personnel (.5 pre-award FTE vs. 1.01; .8 post-award FTE vs. 1.01).

We support research through paid leaves (sabbaticals and junior faculty leaves); research funds, grants for equipment, travel, and other expenses; and occasional units of released time. A full-time Director of Faculty Grants helps faculty members identify and apply for funding from outside sources, and assists in administering grants once received. (See below, II.K.2, External Research Grants.)

Research support for all ranked members of the faculty includes a small annual per capita allocation ($200) for miscellaneous expenses; a pool for larger grants for which ranked faculty members with particular projects may apply; and an allowance of $1,000 per year per full-time, ranked faculty member for travel to scholarly meetings at which the faculty member is presenting his or her work. Endowed professorships (of which there are 26) carry an extra allotment of $1,000 or $2,000 for research. In addition, certain endowments for junior faculty positions (notably the Rosalyn R. Schwartz Lectureships) also provide stipends for research. We fund or subsidize the setting up of new laboratories for newly appointed faculty members in the sciences and provide small research funds to all new tenure track appointments. Some faculty members have noted that they would welcome more support from Computing Services for their research projects. A recent survey of peer institutions shows that we are somewhat below the average in the faculty travel subsidy.

The budget allocation for Faculty Awards and Grants comes from endowment income and the indirect costs included in externally funded awards, and has increased from $25,000 in 1987-88 to $57,000 in 1997-98. These funds are disbursed by the Committee on Faculty Awards and Grants. The maximum grant to any individual is $5,000; nearly all grants are smaller. In general the amount budgeted to this pool has sufficed to permit the funding of nearly all applications, although sometimes not at the level requested.

In addition to these sources of direct funding, we have a generous program of paid leaves for research. Tenure track faculty members whose appointments have been renewed for a second term are eligible for Junior Faculty Research Leaves, which offer full salary for one year. These leaves are intended to help recipients put
themselves in the best possible position for tenure review, by bringing a large project to fruition or making significant progress on a new one. Tenured faculty are eligible for sabbatical leaves in every seventh year of service. There are three options for sabbaticals: two semesters at half-salary (plan A), one semester at full salary (plan B), or two semesters at one-half salary spaced six semesters apart (plan C). In general, faculty members must obtain outside funding to avail themselves of plan A. Plan B, though in most circumstances less conducive to completing a project, has been the more frequently chosen option. In 1993-94, we began offering the opportunity on a competitive basis for enhanced sabbaticals, defined as two semesters’ leave at 85% of full salary, or two semesters at full salary if the recipient teaches one course. Fourteen enhanced sabbaticals have been awarded in the five years since the program was initiated.

7. Service

In addition to teaching and research, a high degree of service is expected of faculty members. “Service” is often taken to mean committee work. There is a very large number of faculty and college-wide committees which require substantial time and effort. Over and above the standing committees of the three faculties and the special councils and committees (see Appendix I:19), there are annually a number of ad hoc committees appointed by the faculty or the administration to look into specific issues. “Service” also means departmental service, e.g., organizing a lecture series, advising students, working with the library on acquisitions, writing grant proposals to support a departmental endeavor. It includes professional service, e.g., reviewing scholarship or academic programs; serving as an officer of a regional or national scholarly organization; organizing local, regional, or national events for scholarly associations. Service also reaches into the community where, for example, a number of faculty members have worked with local high school teachers or with local primary or secondary pupils. Last, and not insignificantly in “serving” the institution, faculty members are the best ambassadors and representatives of the institution to prospective students and their parents and to the alumnae/i. It is institutionally important that faculty actively participate in events for prospective students, for parents of current students, for and by alumnae/i, and for prospective supporters of the College. Members of the faculty have been and are very active in all these areas of service.

In the last two years members of the faculty have begun to consider seriously the ways in which they are asked to serve and the manner in which service is rewarded and supported. The ad hoc Transition Committee is currently examining committee service and will be leading a discussion in the faculty meetings this year concerning ways that service might better be managed (see VI.C.3). There is a concern that the burden of service has been inequitably distributed and rewarded. While some faculty voices urge more vigorous participation in service and governance, other faculty members feel that committee work could be more efficient and that some of it could be eliminated. Several years ago an ad hoc committee was formed with the charge to recommend the elimination of committees. One committee has been eliminated and the issue will be revisited this year. However, much as service is interesting and rewarding in its own right, its demands compete with obligations to teaching and research.

8. Conclusion

a. Faculty Issues and the Past Decade

There have been many changes affecting the faculty since 1988, of which the most important may well be (1) the creation of the Committee on Academic Priorities; (2) the reduction of the standard teaching load by one course; (3) the requirement of teaching evaluations in undergraduate and graduate courses; (4) the institution of periodic comprehensive reviews of full Professors in addition to annual merit reviews; (5) the institution of a limited program of enhanced sabbaticals. These changes, together with related ones, have increased the faculty’s participation in shaping its own future configuration; increased its accountability to students, the administration, and one another; and increased the opportunities and financial support for research.

These changes have addressed in part the concerns expressed in our 1988 Self-Study which identified five areas of concern about the faculty: (1) faculty salaries, (2) minority faculty members, (3) hiring and promotion procedures, (4) retirement, and (5) faculty research support. The first two remain issues for us. The third issue, as raised in 1988, concerned our practice of not hiring Associate Professors with tenure. We have reconsidered and reconfirmed this practice. In addition, our hiring practices and appointment procedures have been refined and improved in numerous ways, and we do not consider these an important concern at this point. Neither has the fourth concern, retirement, become the problem anticipated in the 1988 study because of the elimination of mandatory retirement. We had a generous early retirement policy for a number of intervening years. It is not clear

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whether that policy influenced the fact that all faculty members who have retired in recent years, with one exception, have done so before the age of 70. The average age of retiring faculty members over the past five years has been 66.3. Although we no longer have an early retirement policy as such, the Provost individually negotiates agreements with prospective retirees. With respect to the fifth concern, research support, we have reported above significant improvements in research support for the faculty. Among these, most important are the introduction of enhanced sabbaticals and the provision of additional research funding. Nonetheless, it would be good to find a way to increase leave support for research and to increase other funding available for faculty research and the travel pools.

b. Faculty Issues and the Future

We highlight here the central issues with respect to the faculty, which we hope to address through planning, policy making, and fundraising in the future.

• Faculty salaries: Our failure to meet our own stated salary objectives is much noticed by the members of the faculty and constitutes a continuing source of disappointment. Yet salaries are the largest piece of the budget, and, hence, most difficult to address. Reasonable goals for salaries, i.e. satisfactory, but attainable ones, need to be articulated and pursued vigorously.

• Research support: The levels of research and sabbatical leave support, costly though they are, should be reconsidered.

• Diversity of the faculty: The faculty has given great attention in faculty searches to finding candidates who meet the needs of the curriculum and who come from under-represented ethnic groups. As noted above, we have met with some success: 22% of our hires in the past decade have been members of minority groups. In the course of this year’s planning, the faculty and administration will consider whether we should take even stronger steps, such as targeted searches or hiring without a search. The legal questions around such measures make this matter even more problematic. Addressing this issue is made difficult in the immediate future because we are not in a position to significantly expand the size of the faculty and because we expect few retirements in the upcoming years.

• Evaluation of the Faculty and the Committee on Appointments (CA): Because of our practice of annual merit reviews and full professorial reviews, the burden on members of the faculty and--more importantly--the CA has risen significantly. It is difficult to see how we could dispense with any of these established reviews, but the CA--in consultation with the President and Provost--has found a way to expedite sabbatical applications and is considering ways to make the merit reviews of Full Professors less frequent.

• Workload, service and support: Faculty aspirations and obligations are greater than the time available to accomplish satisfactorily all of them. Of particular concern in this regard is a perception that the workload is unevenly distributed among colleagues both with respect to teaching and service. The number of students and the kind of pedagogy vary widely from one faculty member to another, as do teaching-related duties outside the classroom (such as advising). With our many academic departments and interdisciplinary programs, a substantial number of faculty members (30 or more) have administrative responsibilities as chairs or coordinators. Directing M.A. theses and doctoral dissertations, participating on doctoral committees, and responsibilities to graduate students are not recognized in the course load. On the service front, there is an enormous number of faculty committees which advise on or oversee the academic enterprise. Furthermore, the faculty are the backbone of many admissions and alumna/e/i events. Last, there is an unevenness of secretarial support for faculty: the faculty with offices in Thomas Library have less support than their colleagues.

C. Graduate School of Arts and Sciences

1. Introduction

In 1885-86, we became the first women's college in the United States to offer graduate instruction, with designated courses in Biology, Greek, and Mathematics. The first Ph.D. degree was awarded in 1888. A formal Graduate School of Arts and Sciences (GSAS) was established in 1928. In 1915, a graduate department of Social Economy and Social Research was established, the first doctoral program in social work affiliated with a college. This department was constituted as a distinct Graduate School of
Social Work and Social Research in 1970 (see below, I.D). Men have been admitted to all graduate programs since 1931.

The size of the graduate enterprise has varied considerably. In 1969, 25 departments offered M.A. and Ph.D. degrees. By 1988, all graduate programs in the social sciences except for Anthropology, had been phased out, and in that year Ph.D. programs in Anthropology, English, French, History, Philosophy, and Spanish were terminated. This has left programs in 12 of 22 departments. GSAS currently oversees programs in a few humanities departments (Classical and Near Eastern Archaeology, Classics, History of Art, Russian) and the natural sciences (Biology and Neural and Behavioral Sciences, Chemistry, Clinical and Developmental Psychology, Geology, Mathematics, and Physics). French continues to offer instruction leading to the M.A. degree.

Over the years, our graduate programs have enabled the College to have an impact on higher education and on the development of particular disciplines that far exceeds what one might expect of a liberal arts college of our size. Our Ph.D.s teach in major research universities and undergraduate colleges across the nation, and in some fields, notably Archaeology, our graduates have played a significant role in other countries as well. Our faculty members in Ph.D.-granting departments further influence their disciplines by being asked to sit on national professional boards and juries and by such activities as directing NEH Seminars, opportunities that are not as readily available to faculty in non-Ph.D.-granting programs and institutions. The College has a proud tradition in this area, and it was a very difficult decision to relinquish some programs in 1988 in order to ensure the survival of others. Our relatively small financial base continues to challenge our ambitious determination to maintain some graduate programs while also strengthening, diversifying, and updating the curricular and other services offered to undergraduates. Although all of our graduate programs are small, some of our programs are very small and have a relatively low profile. Others are somewhat larger and have a national profile. In 1995, the National Research Council ranked our History of Art graduate program 17th of the 38 programs it surveyed; our Classics departments (i.e. our combined Latin, Greek and Archaeology programs)14th of the 30 programs it surveyed. In the 1983 survey, both History of Art and Classics ranked in the top ten.

Departments offering graduate instruction operate according to the Rules of the Graduate School and Rules Governing the Degree of Doctor of Philosophy, last revised in May 1998. Oversight is provided by the Council of the GSAS, which has nine elected faculty members and is customarily chaired by the Dean of the GSAS; the Provost also sits with this committee. Administrative support has been provided by the office of the Dean, but a series of staffing reallocations has shifted much of the clerical burden of responding to requests for information, processing applications, administering language examinations, and such onto the support staff of departments.

2. Curriculum

a. Description

The basic requirements for the Bryn Mawr M.A. degree are: a minimum of six units of academic work; demonstrated competency in such language and technical skills as may be prescribed by the department, subject to the approval of the Graduate Council; a paper in a special field; a final examination. Since a full-time course load in the GSAS is three units per semester, the unit requirement is equivalent to one year of full-time enrollment. “Academic work” may include graduate seminars and 300-level courses (open to undergraduates) at Bryn Mawr, up to two units of supervised independent study, and up to two units of work at another institution with which we have a reciprocal arrangement.

Admission to the Ph.D. program requires application for Ph.D. candidacy, which is separate from application for admission to the GSAS. To apply for Ph.D. candidacy, a student must have completed 6 units of academic work at the College and have gained the support of a faculty member who is willing to direct the work proposed for the dissertation. The Bryn Mawr Ph.D. requires a total of twelve units of academic work including the six required for the M.A.; demonstrated reading competency in two foreign languages, or one language and a special skill defined by the department; satisfactory completion of preliminary examinations in four fields; completion of the dissertation; and a final examination of the dissertation and the fields of expertise surrounding it.
The content of the graduate curriculum is determined by individual departments, in the context of their undergraduate instruction. Changes in the graduate curriculum tend to come about because of changing interests of the faculty, the appointment of new faculty members, and changes in disciplines across the board. A particular change since 1988 is the merger of two departments (Human Development and Psychology) in 1993. Whereas the two departments previously offered separate undergraduate and graduate programs in psychology, the merged department has a unified graduate curriculum leading to M.A. and Ph.D. degrees in Clinical Developmental Psychology. A list of seminars offered by departments over the past five years is available in the Library of Materials.

The distinctiveness of Bryn Mawr’s remaining graduate programs differs with the norms of the fields represented. In the sciences, the small numbers of both students and faculty offer graduate students the opportunity for extraordinarily close working relationships with their research mentors and unusually close contacts with undergraduates, allowing them to experience the teacher-scholar model in a way that is not possible in large research environments. In the humanities, the relatively brief residency requirement and the potential for a high level of flexibility and individualization make our programs ideal for well-prepared, well-focused, highly motivated students who want actively to shape their own programs and who are in a position to move purposefully toward the degree. In theory, the Ph.D. can be completed in 5 years.

b. Cooperation with other institutions

Since neither Haverford College nor Swarthmore College offers graduate work, the cooperative arrangements described above in the context of the undergraduate curriculum have little impact on our graduate programs. Our reciprocal arrangement with the University of Pennsylvania is significant, however, as it helps to compensate for the inevitable defect of small programs, lack of coverage. Our students may take up to one-third of their required twelve units at Penn. The department of History of Art has a similar reciprocal arrangement with the University of Delaware in Newark, and this has brought students from Delaware to Bryn Mawr as well as vice versa. Students enrolled in courses at Penn acquire borrowing privileges with the University of Pennsylvania libraries, which is another significant enhancement of resources.

The departments of Geology at Bryn Mawr and the University of Pennsylvania have a joint graduate program. Applications are reviewed by a committee of faculty from both schools. Admission entitles students to take courses at both institutions, and to have access to their faculties, libraries and research facilities, although the students matriculate at only one institution.

c. Additional Study and Training

Most graduate students do additional work to supplement or complete their graduate training, mostly on their own initiative and with outside funding or at their own expense. Exceptionally, graduate students in the sciences are eligible for summer research stipends from the College to support independent research under the supervision of one of our faculty members. Virtually all science students actively taking coursework participate in this program.

M.A. students in French may participate in the Institut d’Études Françaises d’Avignon, which is described above in the section on the undergraduate curriculum. These students are eligible for scholarship aid from the Institut. Many graduate students in Russian do research at or are hired to assist in the Summer Russian Institutes, sponsored by the American Council of Teachers of Russian (ACTR). In Archaeology and Classics, students regularly attend the summer sessions of the American Academy in Rome and the American School of Classical Studies in Athens, or participate in fieldwork throughout the Mediterranean region and the Near East. Some take intensive courses in Latin or Greek. In recent years, students in History of Art have been quite successful in obtaining German Academic Exchange Service (DAAD) grants for language study in Germany.
3. Faculty

The faculty who teach in GSAS are members of the Faculty of Arts and Sciences; that is, they are the same individuals who are appointed to offer undergraduate instruction. Most graduate teaching is done by full-time, ranked, tenured and tenure track faculty members. Occasional courses may be offered by visiting professors to supplement the range of specializations available within a department's continuing faculty. Similarly, visiting professors may be engaged to participate in the examination of degree candidates and to provide thesis supervision.

In departments with graduate programs, the entire faculty is, in most cases, engaged in graduate instruction and thesis advising. Faculty members in other departments are sometimes requested to advise or supervise independent work, according to the interests of particular students. There is an occasional interchange between the graduate program in Clinical Developmental Psychology and SWSR. Students in the Russian program, which specializes in second language acquisition, regularly take Statistics courses with faculty members in the Clinical Psychology Program as well.

In the Faculty of Arts and Sciences, the proportion of faculty time that is devoted to graduate instruction varies from zero in departments that do no graduate teaching, to at least 20% in departments in which each full-time faculty member offers one graduate seminar each year. In many cases the proportion is much higher, but it is difficult to calculate precisely because the College has no formal means of counting time spent advising M.A. and Ph.D. candidates, reading language examinations, and reading and critiquing theses and dissertations. Moreover, in many departments 300-level courses, though part of the undergraduate curriculum, serve the graduate curriculum as well. In departments that enroll many undergraduates, there inevitably is competition for faculty time from these two different constituent bodies; but it is also the case that in some departments graduate students become mentors to undergraduates, and so relieve some of that pressure. In the sciences, many faculty members collaborate with both graduate students and undergraduates in research, and these faculty members find that their graduate programs play an important role in sustaining research productivity.

4. Students

The GSAS student body has always been small, largely female, and has had a high proportion of part-time students (see Appendices III:1 A, B, D-F for sets of figures on graduate and undergraduate student enrollments). The last two features are related, for we have sought to enable women with children or other responsibilities to do advanced work on a part-time basis. This does not necessarily mean that the student body is largely local, comprising principally those who are in the area for other reasons. On the contrary, many of the programs we currently maintain have national and even international reputations, and attract applications from highly-ranked colleges and universities. The following sections describe some of our means of recruiting applicants and their outcomes.

a. Recruitment

1) Recruitment strategies

Recruitment is done by departments and through the Office of the Dean. Appendix I:20 records our attendance at graduate student recruiting fairs over the last ten years. Prior to 1995 no information was recorded that would permit us to evaluate the effectiveness of these efforts; since 1995 our experience has been that about 40% of inquiries at fairs yield applications. The GSAS office sends to all those who make inquiries appropriate brochures, a catalogue, and an application form (see the Library of Materials). Each inquiry is forwarded to the pertinent department, which contacts the students, sends her or him departmental information, and arranges for a campus visit. A Website was created in the summer of 1997 (www.brynmawr.edu/Adm/gsas). This page, which now includes an application form which may be downloaded, is linked to the homepages of Peterson’s Guide, GradSchool.com, Edition XII, and the Council of Graduate Schools.
2) Minority recruitment

In the early 1990s the Government Assistance in Areas of National Need (GAANN) and Patricia Roberts Harris competitions enabled us to support women and minorities enrolled in our programs (see below, Outcomes). In 1997, we began to solicit applications from students in the national Ronald McNair program. This Department of Education program provides funding and training for low-income undergraduate students from families which have not previously had the benefit of a college education. Its explicit purpose is to prepare these students for graduate education. Also in 1997, we began to target students at regional historically black colleges and universities (HBCUs). We intend to develop strong relations with neighboring institutions to insure a steady pool of potential students who know about the College and are inclined to want to study here. The Dean has undertaken a partnership with two HBCUs in the area, Delaware State University and Lincoln University, and in the summer of 1998 provided summer science research fellowships to two undergraduates from these institutions to work in our science laboratories. We hope that some of these students subsequently will think of Bryn Mawr for graduate study. The results of these long-term strategies will take several more years to assess. Finally, we have designated one competitive fellowship for a minority student in each of the last two years, and have enrolled one such fellow in the History of Art department.

b. Applications and Enrollments

Applications to GSAS have risen and fallen over the past decade, with a low of 162 in 1987-1988 (for September 1988) and a high of 348 in 1992-93 (Bryn Mawr Facts data). Two hundred twenty-one students applied for admission in fall 1997, 201 for fall 1998. New student enrollments show a similar variation, highest in 1987-88 at 60, lowest in fall 1998 at 27. These declining numbers reflect national trends and, in some cases, deliberate decisions by departments. Strong variations in one department significantly affect the profile for the institution. Appendix I:21 provides ten-year statistics on applications and enrollments by department and includes summary tabulation by gender. Appendix I:22 provides the figures on racial and ethnic categories and on international students.

Appendix I:21 shows that applicant pools in the science programs are not large. Even though none of the departments wishes to accept more than a few students each year, small pools constrict departments’ range of choice. The shallowness of these pools is related to the yield. Other factors affect yield, however, notably financial aid, which is discussed below.

Departments manage size in different ways. In Physics, for example, the faculty attempt to recruit three or four students every three years and to recruit more advanced students who can undertake advanced research. Geology maintains size by means of its inter-institutional program with the University of Pennsylvania. In Chemistry and Biology, the faculty recruit a student population made up largely of adults who are returning to school after experiences in industry and/or research. Especially in Chemistry, many of these students enroll on a part-time basis while they continue to work.

1) Quality measures of admitted students

Departments determine the measures of quality for admitting students. The Dean reviews every folder forwarded for admission. If there is concern about any aspect of the application, he has a discussion with the department faculty. The Graduate Awards Committee (GAC) of the Graduate Council reviews every folder forwarded with a recommendation for financial aid; they represent over 90% of the total number of students admitted. Members of the GAC regularly discuss issues of standards of quality and individual cases with departments. We do not track grade point average, since it varies from institution to institution. The GAC does occasionally flag folders in which there seem to be markedly low grades in areas related to the intended program of study. Although we require that applicants take Graduate Record Examinations (GRE), our experience—which is not unique—is that they are not necessarily good predictors of success in graduate school. In assessing the GRE data of students enrolled in our current programs, we have found that, on the average, we enroll students who score significantly above the national average (see Appendix I:23).
2) International Students

The presence of students from other countries is an important component of a diverse student body. Appendix I:22 illustrates the extent to which we consistently attract small numbers of these students and also reflects the national increase of foreign students in American graduate programs at the beginning of this decade. Our language programs and those in Archaeology and History of Art traditionally have drawn international students, and many students from the Peoples’ Republic of China apply and are accepted in the sciences. Students from South Asia, Europe, and South America have enrolled in recent years in other departments.

3) Under-represented Groups/Students of Color

Approximately 10% of each year's cohort of new students are students of color (see Appendix I:22), a figure which compares favorably with numbers in other graduate programs in the Northeast, according to a study conducted by the Council of Graduate Schools. In discussions devoted to the issue of minority recruitment in 1997, our students stated that numerical representation was not a concern to them, particularly in comparison to other factors that had led them to select Bryn Mawr. They said they were drawn by the small size of program and the opportunity to work closely with faculty members.

c. Financial Aid

Our statistics show that each year roughly 60% of all GSAS students receive some form of financial aid. See Appendix IV:18, where the range over the 11-period, FY 88 through FY 98, is 54% to 70%. In 1997-98, 61% (i.e. 128 of 208) received grant aid from the College, totaling almost $1,298,000. The percentage of the College's budget devoted to graduate student aid has varied from year to year, reflecting not a simple decrease in the support of GSAS students, but (1) a net decrease in their numbers from 118 full-time equivalent (FTE) students to 58.7 and (2) greater resources being applied elsewhere (e.g., undergraduate financial aid, computing, salaries and benefits). GSAS financial aid as a percent of the College’s educational and general expenses (E&G) has, however, changed from 4.06% in FY 88 to 2.13% in FY 98. Stipends for graduate students are a net expense (true expense) for the College. More dollars are given out in direct financial aid than are received as graduate tuition, and the net cost has increased from about $15,000 in FY 88 to $302,000 in FY 98, as shown in Appendix IV:18. Over this same period of time and as a measure of increased financial aid resources per student, financial aid per FTE student has increased from 96% of full-time tuition to 115.11%.

Teaching and graduate assistantships are the other major component of stipendiary financial aid and are the most important mode of support in our science departments. These assistantships are part of the departmental operating budgets and must be requested by the department chair each year as a part of the budget process. Appendix IV:18 provides data on the annual budget (i.e. expenses) for teaching and graduate assistants. In FY 98, these assistantships provided an additional $310,375 in support of GSAS students. Yet the stipend for a half-time TA of $8,700 was low, when compared to national data. We increased stipends by 3.3% for 1998-99 and will make a further increase of 3.3% for 1999-00. There are pressures to increase the number of T.A.s, especially in the humanities, in order to provide graduate students with basic support and teaching experience. Teaching assistantships are discussed further below, under Teaching.

Financial aid is awarded on the recommendation of the student's department, subject to review by the Graduate Awards Committee. Since 1995, fellowship stipends for students in the humanities have been distributed according to an agreement made by the departments, the Provost, the Dean of GSAS and the Treasurer. Each year the Dean allocates each department a sum based on the need of its continuing students and anticipated new students. Departments are free to assign these funds as they see fit. As offers are refused and as continuing students receive outside awards, the money is returned to the departmental pool. After the spring round of fellowship offers is over, however, any money not awarded reverts to the Dean for disbursement at his discretion. A comparative study made in 1997, on the basis of the 1995-96 national survey of graduate stipends by the University of Nebraska at Lincoln, indicated that we needed to raise our stipends to remain competitive, especially in our strongest fields. As a result, the Dean tried to raise base fellowship awards for students entering in fall 1998.
e. Advising

Each department has a Graduate Advisor who maintains student files and is responsible for registration, scheduling language examinations, making sure students complete candidacy forms in time, and other aspects of student affairs. The advisor should see that other faculty members hand in their grades and written evaluations of students, and should meet annually with each Ph.D. candidate to review his or her progress. Advising about the selection and scheduling of preliminary doctoral examinations in special fields is often done chiefly by the prospective dissertation adviser. Every student accepted for Ph.D. candidacy (see above, C.2.a.) is assigned a Supervising Committee, normally comprising the dissertation director, other faculty members responsible for the candidate’s Ph.D. preliminary examinations, and a chair who must be from a department different than that in which the student is doing her work. The chairman of this committee is charged to ensure that the Rules Governing the Degree of Doctor of Philosophy are followed (see the Library of Materials).

f. Research

Students are encouraged to carry out independent research beginning with the Master’s degree, and to present the results of their work to professional audiences. They are encouraged to present papers at professional conferences. A Dean’s Fund, supplemented by an endowment from the Bryn Mawr Club of Princeton, reimburses students for some costs for research and for travel to professional meetings. Many departments sponsor colloquia, journal clubs, and end-of-year research talks at which students can make the first presentations of their work. A student survey on student involvement in faculty research, conducted in April of 1998, yielded nine replies from students in the sciences and one from Russian. All respondents agreed that the research they conduct with faculty is collaborative; most expect that it will result in some form of publication. Eight said that such research is part of their doctoral research and seven that they are the primary investigators. The History of Art department participates in three regional conferences for graduate student research (in New York, Philadelphia, and Washington), sending one speaker annually to each. Students in History of Art, Archaeology and Classics also compete for places on the programs of national conferences and in national journals. Summaries of these activities appear in annual newsletters to alumni (and are included in the Library of Materials).

g. Teaching

There are approximately 33 graduate teaching assistants. They teach in all departments, although most are in the sciences. Because of our commitment to full access to the faculty for undergraduates, T.A.s do not have opportunities to teach independent courses nor can they take full responsibility for grading. They do teach review sessions and special sections of some courses; they assist in labs; and they participate in grading. T.A.s are evaluated both by their students and by their supervising faculty. The written evaluations by undergraduates are reviewed by the faculty and subsequently retained by the T.A.s. They must be submitted to the Graduate Awards Committee by all T.A.s who are nominated for the annual Doris Sill Carland Award for Excellence in Teaching.

Until 1996 the training and supervision of T.A.s was left to the departments. In that year, following the recommendations of a joint subcommittee of the Curriculum Committee and the Graduate Council appointed to study the status of teaching assistants, a program was established to orient graduate teaching assistants to the College, to our academic program, and to the culture of the undergraduate student body. This program included monthly workshops on issues of pedagogy and professional development (see the Library of Materials). In 1997-98, the program was revised for the current year, extending some of its workshops to the entire graduate community. This training initiative has the support of the faculty members in the bi-college Education program.

Because of the large number of colleges and universities in the region of Philadelphia, many graduate students have opportunities to teach independently off campus. In recent years, students in the humanities programs have taught at LaSalle University, Moore College of Art, Temple University, and the University of the Arts, among others.
5. Assessment

a. Grades

Grades of satisfactory (S) and unsatisfactory (U) are supplemented by written evaluations covering academic performance and potential as a teacher. The evaluations are distributed in four copies: to the Dean of GSAS, the student's department chair, the authoring faculty member, and the student. Only the grades appear on the transcript. Additional marks are permanent incomplete (PI), given when a student has not completed required work by the deadline published in the catalogue, and withdrawal (W).

During 1995 and 1996 the Graduate Council discussed at length a proposal to change the grading system to a graduated scale (4.0 to 0.0, or A to D). The proposal was motivated by a concern that our students are disadvantaged in external competitive fellowship competitions by a system which does not distinguish excellence. There was also concern that students whose performance is marginal might be receiving marks of Satisfactory. After lengthy debate the Council decided to retain the current system for two reasons: (1) written evaluations were found to be powerful and accurate instruments for assessing a student’s progress and (2) the institution of a graduated system would be counter to the spirit of non-competitive learning fostered in the graduate programs. The Graduate Awards Committee was instructed to review student evaluations annually in order to insure that they are submitted on time and that the assigned grades correlate with the written assessment and conform to faculty rules.

b. Evaluations of faculty members by graduate students

Evaluation of graduate courses has been required by the Committee on Appointments since 1994-95. Standardized forms are distributed by the faculty member(s) teaching each course, to be filled out by the students, signed, and given to the Secretary to the Dean, who holds them until the faculty members turn in their grades. The return rate has been erratic, and in some cases disappointingly low. Like the evaluations by undergraduates, graduate evaluations must be submitted to the department chairman and to the Committee on Appointments whenever the faculty member comes up for review (see above, Section B on Faculty). At present, there is no mechanism for evaluating faculty performance in graduate teaching outside the classroom, e.g., the supervision of theses and dissertations.

c. Program evaluation

Graduate programs are evaluated as part of the periodic external reviews of departments. Since 1988 the following departments with graduate programs have been reviewed: Biology, Chemistry, Archaeology, Classics, Physics and Russian.

d. Outcomes

Measures for assessing outcomes with respect to students include outside awards, research and publication, time to degree, and subsequent employment. Appendix I:24 provides a ten-year picture of academic awards won by students in current graduate programs. On average our students receive 20 awards per year. Archaeology and History of Art collect the most awards (128 over the ten-year period), and the rest are fairly evenly divided among the remaining departments. These data are best interpreted by each department and need to be evaluated in terms of the number of students ready to compete from year to year. Notable over the last decade are three American Association of University Women fellowships, five German Academic Exchange Service (DAAD) fellowships, three Ford Foundation fellowships, 26 Fulbrights, 26 Government Assistance in Areas of National Need (GAANN) awards, one Humboldt fellowship, 10 Kress Foundation fellowships, two MacArthur Foundation Peace grants, six National Science Foundation fellowships, one National Institute of Health fellowship, eight Patricia Roberts Harris fellowships, seven Social Science and Humanities Research Council of Canada fellowships. There has been a decline in awards in the sciences since 1994-1995, which is attributable, in part, to the loss of GAANN and Patricia Roberts Harris fellows.

Registered time to degree (RTD) is a standard measure of the length of time a student is enrolled in a graduate program until receipt of the Ph.D. The National Research Council’s Annual Survey of Earned Doctorates purports to measure both the efficiency of programs in preparing students for the
doctorate and the capability of students to complete a program of instruction within a given time. It is in many ways an unsatisfactory measurement; for example, time to degree may differ among disciplines because of differing job markets and numbers of postdoctoral opportunities available to recent Ph.D.s. Nevertheless the GSAS tracks time to degree and can compare it to the national norms. The ten-year mean for GSAS students is 8.03 years. In the humanities, the average is 8.10; in the sciences, 7.97. These numbers may be compared with 1996 national statistics in the humanities (8.3 years), life sciences (7.0) and physical sciences (6.4) (Summary Report 1996, Doctoral Recipients from United States Universities, 1998, pp. 23, 47-48). Our relatively higher RTD in the sciences is attributable to the large number part-time students we enroll. In the humanities our figure seems quite satisfactory, especially since funding constraints mean that very few of our humanities students are supported to work through the summer.

Students receiving their Ph.D.s fill out the “Earned Survey of Doctorate” annual questionnaire. Subsequently their departments and the Alumnae Association track their careers. Appendix I:25 summarizes by category the employment of Ph.D.s over the past decade. Most of our graduates find jobs in their fields. The type of position seems to vary with field. Three of four Ph.D.s in Mathematics and seven of 12 in Physics hold tenure track jobs, while only three of 16 Chemistry Ph.D.s hold such positions; the others are in industry or are postdoctoral fellows. Most Ph.D.s in History of Art find academic or curatorial positions; Ph.D.s in Archaeology may also work in museums, do contract work, or enter affiliated professions, such as editing.

National data on this subject are gathered annually from students receiving degrees (Summary Report, Doctorate Recipients from United States Universities, National Academy Press, Washington). Since this survey gathers information only as students receive their degrees, it does not reflect long-term outcomes as do our own data. Appendix I:26 shows the number and percentages of students who have definite employment or support for continuing study and those who are seeking employment and/or support. In comparison with the national data published in the 1994 and 1996 reports, our students are significantly above average. In fact, while the national numbers for Ph.D.s with definite plans declined in 1996 (to 67.5%), our number rose to 70% and has continued to rise, to 87% in 1997, and 83% in 1998.

e. GSAS student life issues

Graduate students in GSAS remain concerned about the maintenance of the critical minimum mass of able students in the limited number of departments which have graduate programs. They worry about the recent tax treatment of graduate awards and want to find new ways to represent their point of view on this matter. They are also concerned about the level of stipend awards available in the GSAS financial aid budget. A new graduate student lounge in Thomas, renovated for fall 1998, has given them a greater sense of "belonging" on campus. They think that the College libraries are open too few hours during the summer months. Last, they wish for more contact with other groups that are engaged in the governance process on campus.

6. Overview and Issues for the Future

Graduate education at Bryn Mawr follows an apprentice or workshop model, in which small cadres of students work closely and collegially, one-on-one or with small groups of faculty. The rewards on both sides can be considerable. Nearly all of the faculty members appointed to graduate-degree granting departments agree that graduate instruction significantly enhances the interest of teaching and the potential for research productivity. The outcomes for the students who complete Bryn Mawr degrees are remarkably good. Their impressive records in securing nationally competitive fellowships and post-graduate employment speak for themselves. It must be admitted, however, that sustaining graduate programs of nationally competitive quality is an enormous challenge for an institution of our size.

The three most prominent issues surrounding graduate Arts and Sciences programs at the College are: size; quality; and finances, each of which are summarized below.

- Size: While small size is an essential (and unavoidable) characteristic of our workshop model, it can have undesirable effects. Low enrollments can mean insufficient numbers of students to fill seminars, to work with and to learn from one another, to assist the faculty in research projects, and to serve as teaching assistants.
Our enrollment studies show that the corps of graduate students has been shrinking in the past ten years. In the most recent half-decade, between 29 and 41 new students have enrolled each year, and the number of students taking courses has declined from 132 to 90. Twice as many students are on leave and/or continuing enrollment as are enrolled in courses. Moreover, we have experienced a decline in the number of full-time students from 90.6 in FY 93 to 58.7 in FY 98.

Declining numbers of applications are not the only factor in our shrinking graduate enrollments. Appendix I:27 charts attrition in current graduate programs over the last decade, defining “attrition” as failure to complete any degree. This is our first attempt to compile such figures, and it is not yet clear what they mean. Attrition may be attributed to a variety of factors: admission of students who are not qualified for our programs, lack of mentoring, lack of a peer group, unhappiness with the institution or its locale, inadequate funding, personal problems; but it also could be due to more positive factors, such as the availability of good employment for those with training below the level of a completed degree. We are studying these figures to determine whether what appears to be a high rate of loss in some departments is a sign of difficulty, or a normal, positive pattern for those fields. Further study will enable us to identify features which make for successful recruitment, admissions policies, program structure and advising.

• Quality is directly related to size. As noted above, small numbers of applicants hamper selectivity; and too-small enrollments impede the full implementation of the curriculum and impair other aspects of GSAS programs, for example maintaining research and the presentations of research at departmental colloquia and seminars. GSAS students who lack a functioning peer group can suffer both intellectual and social isolation.

• Finances: The discontinuation of some GSAS programs at the beginning of the decade made it possible to increase stipends and other forms of assistance in the programs that were maintained. While financial aid and TA/GA support per FTE student have outpaced tuition increases, our grants are not competitive. We should be adding substantially more dollars in support of GSAS students, or we should spend the same amount on fewer programs and fewer students, thus serving them better.

D. The Graduate School of Social Work and Social Research

1. Introduction

The purpose of the Graduate School of Social Work and Social Research (SWSR) is to provide an educational program that offers the skills and theories that are necessary for today’s social work practitioner, researcher, and academician. Within its mission is SWSR’s contribution to the well-being of the College, the Philadelphia region, and the larger society. SWSR’s history began in 1915 when the Graduate Department of Social Economy and Social Research was established. This department became the Graduate School of Social Work and Social Research in 1970. The 1987 Plan for Financial Equilibrium stipulated that SWSR be “self-supporting,” the meaning of which is to be reviewed this year as part of the planning process.

Since the 1988 Self-Study for Middle States, SWSR has conducted its own self-study in preparation for its 1991 review by the Commission on Accreditation of the Council on Social Work Education. The program was re-accredited through June 2000. SWSR is currently undergoing self-study for another reaffirmation review, which will take place during the 1999-2000 academic year. In addition, the SWSR doctoral program was reviewed by an external committee in October 1995. The report of that committee may be found in the Library of Materials.

2. Curriculum

a. Description of the Curriculum and its Relation to the Profession

Social work education provides a combination of knowledge, skills, and values. What makes social work truly distinctive among professions is its commitment to people and communities; it seeks to correct social abuses that perpetuate the disadvantages of individuals and groups in our society.
SWSR offers three degree programs, each with its own distinctive curriculum: the Doctor of Philosophy (Ph.D.), the Master of Social Service (M.S.S.), and the Master of Law and Social Policy (M.L.S.P.). In addition, there are two certificate programs: the Home and School Visitor program and the Conflict Resolution Program. SWSR also offers programs in continuing education for post-Master’s professionals. The tenure track faculty in SWSR are responsible for determining the content of the curriculum and monitoring its implementation. In the M.S.S. program, the Committee on Curriculum is responsible for reviewing the curriculum and recommending changes to the faculty. In the M.L.S.P. program, the curriculum is monitored by the program Director in consultation with the Dean and the faculty. In the Ph.D. program, faculty act as a whole in reviewing and monitoring the curriculum.

The M.S.S. program is in compliance with the Curriculum Policy Statement and the Evaluative Standards for Re-accreditation as established by the Council on Social Work Education. The curriculum is based on a liberal arts perspective and reflects the knowledge, values, and skills of social work practice. Content is provided in the following curricular areas: social work practice, social welfare policy, research, human behavior and the social environments, and field practicum. M.S.S. students select one of three options for concentrated study: clinical social work, social service management, or planning and program development. As graduates, they take on many different roles and practice in diverse settings including agencies involved in mental health/mental retardation, health care, child welfare, family services, substance abuse, legal services, politics and government, education, and juvenile and criminal justice, to name a few.

The M.L.S.P. program provides an examination of legal processes, their relationship to the delivery of human services, and their role in shaping social policy. The curriculum is designed to convey skills of legal analysis and legal research, and techniques of advocacy. Courses include Introduction to Legal Processes, Social Functions of Law, Advocacy and Negotiation, Equality and the Law, Personal Rights and the Public Interest, Principles of Constitutional Law, and Special Topics in Law and Social Policy. This program is a post-master’s course of study designed for professionals in social work, in other human service professions, or in public administration and policy analysis related to social welfare. Some of the roles assumed by graduates of the program include client advocate, legal research specialist, lobbyist; planner for legally mandated services, institutional ombudsman, and community organizer. Work settings include social service provider agencies, social planning agencies, legal and advocacy service agencies, education, criminal justice, courts, dispute resolution and violence prevention agencies.

The Ph.D. program is intended for the student who wishes to embark upon a career as a social work researcher/scholar/academician. The Ph.D. curriculum integrates all levels of practice. The curriculum emphasizes policy analysis, program development, and clinical theory and research. The required courses have been designed to balance training in research methodology and quantitative analysis with theoretical knowledge. The electives emphasize policy and program development, qualitative and quantitative dimensions of inquiry, and clinical practice and analysis in the behavioral sciences. In addition, there are special seminars in the area of occupational and environmental health. Students are expected to demonstrate understanding of different human behavioral and social science theories as well as their relationships to one another and mastery of a substantive body of knowledge in a defined area of inquiry.

b. Summer and Other Programs

Summer programs include coursework in the M.L.S.P. program and a single summer course for students whose tuition is funded through the Pennsylvania Department of Public Welfare. In the M.L.S.P. program, tenure track and non-tenure track faculty teach the summer courses. For the grant-funded students, an adjunct faculty person teaches the course. We offer a summer course for our home and school visitor certificate program so that those students who have completed our MSS degree program in the spring can complete the certification requirements during the summer and in time for fall employment.

SWSR has developed an extensive Continuing Education program that is approved by the Pennsylvania Licensing Board. Seminars and workshops are offered three times a year to master’s level social work professionals and others who work in the field of human services. Courses are taught by the continuing social work faculty as well as experienced field instructors, other practitioners, and alumnae/i.
Didactic and experiential learning are incorporated into the courses. All seminars reflect the values that define the ethical foundation of the social work profession.

SWSR faculty have become increasingly more involved in teaching undergraduate students. Over the last three years, three faculty have taught courses to upper level undergraduates. Those courses included Constitutional Law, Aging and Generational Conflict, Environmental Hazards. During the current academic year, two courses will be taught by social work: Disability and Introduction to Legal Processes. Each of the courses has been developed with the assistance of foundation grants to the College for curriculum development. Coverage for released time for the faculty was also provided through outside support. Given the demands of our three degree programs, outside support is essential to our ability to participate in the education of undergraduates.

In addition to classroom reaching, social work resources have been helpful to the college in developing and implementing the Community Service program, providing social work interns for the Office of Institutional Diversity, and in the counseling services of the Health Center (see below Student Affairs, III. M, E, and N).

c. Significant Changes to the Curriculum since 1988

Since 1988, the SWSR curriculum has been modified in the following ways:

§ Modification of the first year practice sequence of the M.S.S. program: This change insures that all first-year students, regardless of concentration, complete a course on the professional foundation of social work practice. The course contains the body of knowledge, values, and skills common to all social work practice.

§ Expansion of orientation to field instruction in the M.S.S. program: This change provided a more extensive orientation for the student in understanding his or her role in the placement agency. Our faculty, field liaisons, and field instructors participate in the orientation.

§ Extension of class time for second year practice courses in the M.S.S. program: This change was made in response to concerns expressed by faculty and students that additional classroom time was needed to explore more fully some of the knowledge and practice issues faced by students.

§ Expansion of racial and ethnic diversity content of M.S.S. courses to include greater focus on sexual orientation, physical and mental ability, gender, social class: The faculty has struggled the challenge of providing sufficient content about the diverse populations served by social workers. Our earlier, almost exclusive, focus on race cannot respond adequately to the range of concerns our students will have to address.

§ Expansion of course content in selected M.S.S. electives to fulfill M.L.S.P.: The relationship of human services and social policy to legal processes has become more fully articulated throughout the M.S.S. curriculum. Faculty have worked to include sufficient content about the relationship to qualify selected courses for M.L.S.P. credit, thereby increasing student choice in course selection.

§ Elimination of one of two summer sessions in the M.L.S.P. program: We modified the course calendar so that students could take an additional course during the academic year rather than take the course during the summer and sacrifice part of their summer employment opportunities. The change has made the program accessible to a greater number of students.

§ Elimination of a formal area of concentration in the Ph.D. program: This change maximizes course options for the student, providing greater exposure to a range of subjects. The faculty instituted this change after considering recommendations of a team of outside reviewers.

§ Increase in the number of required research courses in the Ph.D. program: This change was instituted after faculty considered the observations of a team of outside reviewers and concluded that the of the field required more extensive training in research than we had provided previously.
§ Development of required integrative seminar in the Ph.D. program: This course has been instituted as a means of helping students who are nearing completion of their course work and approaching the dissertation to see more clearly the linkages among theory, practice, and research.

3. Faculty

In the past ten years, six senior members of the faculty have retired and one has resigned. Eight new tenure track members and an additional non-tenure track faculty member (as a bridge appointment) have been hired. The changes in personnel have been central to the opportunity to think about the future of SWSR and its programs, to look carefully at our areas of expertise, and to build where new or additional strength was needed. See Appendix I:13 for basic statistical information on the SWSR faculty in FY 88, 93, and 98.

In some instances, we have tried to “replace” areas of expertise by searching for new faculty with interests and competencies similar to those who retired. In other instances, we have sought new talents and expertise so that our curricula in the M.S.S. and Ph.D. programs could be strengthened. We have also made increasing use of adjunct faculty to broaden the curricular offerings, particularly in the M.S.S. and M.L.S.P.

Faculty and administrative staff of SWSR are involved in many activities outside of the College which contribute to the provision of good quality social services in the Delaware Valley and quality social work education throughout the country and beyond. Participation on social service agency boards, foundations, service review panels, editorial boards, professional organizations, and governing bodies of educational institutions and organizations, are just a few of faculty and staff affiliations.

4. Students

SWSR students are mature, experienced, and committed to social justice. They begin their study at Bryn Mawr having had significant exposure to some of the critical social welfare issues of the day through employment or volunteer responsibilities. It is the program’s goal to build upon those experiences using social science theories and skills and the opportunity to apply new learning through the field practicum. (See Appendices III:1 A, B, D-F for sets of figures on graduate and undergraduate student enrollments).

a. Composition

Data gathered by the Council on Social Work Education indicate that full-time enrollment in graduate social work programs declined between 1979 and 1986 and began to increase after that period. Since 1995, graduate social work programs began to decline again. Currently, part-time students represent 34.6% of the enrollments reported by accredited programs. Our experience in enrollments has not been too different from that of other schools of social work. For our numbers on M.S.S. admissions and enrollment statistics since 1978, see Appendix I:28; for our numbers on Ph.D. admissions and enrollment statistics since 1988, see Appendix I:29.

Although traditionally we have attracted and continue to attract older and more experienced students into the program, in recent years the average age of incoming students has decreased. Not only is the student body diverse with regard to age, it is also varied in terms of gender, social class, race and ethnicity, and life experience. Appendix I:30, which presents statistics for six years, shows that the racial and ethnic diversity among M.S.S. students has been relatively constant. Enrollments of under-represented United States racial and ethnic groups ranged from 15.96% in 1993 to 18.37% in 1997; enrollments of students who identify themselves as white range from 82.77% in 1993 to 80.41% in 1997. Enrollments of international students have averaged about 1% over those years.

b. Recruitment

It has taken significant effort to achieve the racial and ethnic diversity noted above. We have a student recruitment plan that involves participation in college and graduate fairs, visits to social service agencies, close working relationships with agency administrators, field instructors and alumnae/i, and the
exhibition of admissions materials at conferences. Current students participate in contacting prospective
students and answering their questions. Information days are held at SWSR. As prospective students
complete the application process, they are invited to attend on-campus events and to meet the faculty. We
routinely survey all applicants after they have completed the admissions procedure to learn how they assess
their experiences with us during the admissions process.

Appendix I: shows that over the last ten years Bryn Mawr experienced a steady increase in
M.S.S. applications until 1995, when there was a 5.5% decrease from the previous year, followed by a
2.2% decrease and then decreases of 11.4% and 5.7%. While the number of applications has declined, the
quality of the pool has remained high and we have been able to meet our enrollment targets.

We have found that during times of high levels of employment, applications to graduate school
tend to drop. The unpredictable nature of admissions, though, makes long range planning difficult,
especially since SWSR has a mandate to be self-supporting and relies totally on its tuition base for
financial support of the programs.

Our outreach efforts include working with social service agencies and our alumnæ/i to recruit
students of color and campus visits at colleges with high enrollments of student of color.

We face the following challenges as a graduate social work program in the five-county area of
southeastern Pennsylvania:

§ There is a growing number of graduate social work programs in the vicinity. In addition to the
long-standing programs at the University of Pennsylvania and Temple University, there are newer programs
at Widener University, West Chester University, and extension programs operated by Marywood College
and Temple University.

§ The proliferation of programs results in competition for students and for appropriate field
placement opportunities.

§ As a private institution, our tuition is the second highest in this geographical area.

§ Unlike other graduate school programs in the area, we do not offer an evening, weekend, or
summer program.

We are currently discussing the realities of these challenges as we assess the quality of our
programs and of our student body and plan for the future. Our reputation for offering a vigorous and
demanding program continues to serve us well. The faculty and administration are committed to
considering changes we can make to maintain and improve our attractiveness to applicants.

c. Career Paths

Each year, the Career Development Office conducts an employment survey of graduates from the
previous May. The survey provides SWSR with important information regarding the job searches, first
positions, salaries, level of job satisfaction and preparation for the position. Of last year’s graduating class,
77% (66 of 86) returned their surveys. 52 were employed. Of the nine who are unemployed, five were
seeking employment, two were enrolled in a full-time graduate program and two were enrolled in post-
graduate programs. The average job search took less than two months and the salary range was $20,000 to
$54,000. As part of our self-study for the Council of Social Work Education, we are collecting and
analyzing more comprehensive career data about our graduates. We hope to be able to discover what
specific roles our graduates take on in their work setting, their promotion and advancement experiences, and
career or field of specialization changes.

d. SWSR student life issues

Many of the students have family and work responsibilities requiring their attention and financial
resources. Increasing numbers of SWSR students enroll on a part-time basis, and more than half acquire
large educational loans. The students are eager for consideration to be given to increasing the amount of
financial aid available for their support. Due to the distance between the SWSR building and the main campus, many students feel peripheral to central College activities and information-sharing systems. Improved communication and opportunities for collaboration between the two campuses would not only help to integrate SWSR students into the life of the College but would enrich the experience of students in the A&S programs.

5. Summary

During the 1998-99 academic year, the faculty and administration of the Graduate School of Social Work and Social Research will complete their review of the M.S.S. program and continue to implement the changes agreed upon for the Ph.D. program. We will focus attention on identifying current and anticipated needs of the social services and social work education communities and determining our role in meeting those needs. We will continue to adapt our degree programs in ways that will serve our students and other constituents over the longer term. We will also continue to develop continuing education programs which address the more immediate needs of practicing professionals.
CHAPTER II

ACADEMIC SUPPORT SERVICES

A. Introduction

In this chapter we review the ways in which we facilitate teaching and learning through academic support services. Because of the impact of the information technology revolution on the academic enterprise, our review concentrates on efforts to incorporate technology in the various support services, and to plan for and manage effectively the demand for more and more resources. Over the past decade we have added to our staff and our array of support services; experienced changes in departmental leadership, enhanced facilities; we have changed the leadership of key departments; and opened new facilities. The most visible markers of growth and progress are two new libraries and the extension of the data network into virtually every faculty and administrative office, most classrooms and a majority of student rooms. The pace of technological change, the ever-increasing demand for technology and technological support from all quarters, the complexity of building and maintaining an effective infrastructure on a campus rich in older buildings and within a bi- (and to a lesser extent, tri-) college community are daily challenges for those in academic support services. We plan prudently, we believe, aware of our limitations in predicting all the changes in this area, and with the knowledge that we must be prepared to revise our expectations and assumptions.

Administrative offices providing academic support services report with few exceptions to the Office of the Provost, and that office is, in turn, responsible for maintaining their effectiveness within the institution and, as appropriate, within an inter-institutional context. The heads of these support services, the Provost, and the Associate Provost are aided in their responsibilities by a range of other administrative offices; by the faculty; and by faculty/administration, bi- and tri-college and other advisory and ad hoc committees, including designated committees and representatives of the Board of Trustees. These factors are worth noting at the outset of this chapter:

¶ In the fall of 1997, the new presidents of Bryn Mawr, Nancy Vickers, and Haverford College, Thomas Tritton, determined to intensify their institutions' cooperation and planning, particularly with respect to libraries and computing services, recognizing that these resource-intensive sectors at each institution can only benefit from concerted efforts, pooled expertise and experience. One immediate response to their mandate was the development of a set of technology guidelines, drafted by bi-college computing and library directors. These guidelines have informed the Self-Study process and will be useful to us as we move into a more concrete planning mode in the spring of 1999. (See Appendix II:1).

¶ At the local planning level, our efforts have been considerable, but need streamlining. We currently confront the challenge of incorporating technology in our academic programs and services and in our administrative offices in many configurations and modes; these departmental, committee, ad hoc, and/or team efforts are often redundant and time-consuming. The bi-college efforts of computing and library directors have been noted already. The faculty Committee on Academic Computing (CoAC), engages in serious discussions of the appropriate pace of and incentives (if any) for adopting innovative technology in the curriculum, in concert with pertinent ex officio administrators. The faculty committee on the Library has traditionally focused on the those aspects of librarianship that were not technologically-oriented; the convergence of the technological and the traditional have led this committee to consider some of the same topics as those under discussion in CoAC. Thus, there is some question whether these two committees should be combined. The Ad hoc Advisory Group on Instructional Support (AHAGIS), comprised of members of the faculty and administration, was initiated in the fall of 1997 for the purpose of addressing a broad agenda of such issues, plus resource planning and consolidated advisory mechanisms, within a two-year period. (See Appendix on AHAGIS II:2). However, AHAGIS was furloughed early in 1998 so as not to be redundant with the Self-Study process. It could be reconvened and/or adapted to address academic support issues.

¶ The overlapping and interrelated aspects of many of these academic support services, and the centrality of digital technology to most of them, place extraordinary demands on Computing Services and
its staff. Demands, too, are placed on the College to plan wisely for and fund adequately the community's computing needs and to develop more effective working and service models, to bridge the different "cultures" of the various services and the academic departments they support.

With the Libraries and Computing, we begin to survey the services and areas which support instruction and facilitate research, noting the more significant challenges, and concluding with a summary of the most pressing issues and trends.

B. The Libraries

1. Introduction

New libraries have been at the heart of our two most recent new buildings, manifesting the central role the Libraries play in our academic mission and life of the College. Yet here, as across the nation, the Libraries are being challenged to redefine their role, from serving as repositories of knowledge to acting as conduits of information. Under the leadership of Elliott Shore, director since June 1997, our libraries are moving beyond their walls and, in cooperation with faculty, students and other academic support staff, helping to bring to the classroom, faculty office, and dorm room the materials necessary for teaching, learning and research. Campus conversations about the Libraries have in recent years broadened from such perennial topics as the number of periodical subscriptions to larger considerations, such as what materials we need to have and in the form these materials best facilitate teaching and learning.

The physical inventory of the our libraries has been enriched in the past decade. Complementing the Mariam Coffin Canaday Library, an open-stack facility for collections in the humanities and social sciences which opened in 1970, are the two new libraries. Since September 1997, collections serving History of Art, Archaeology, and major components of the Growth and Structure of Cities Program have been available in the Rhys Carpenter Library, appended to the west wing of the M. Carey Thomas Library. Materials for the sciences and Mathematics are in the Lois and Reginald Collier Science Library, which opened in March 1993 as part of the Marian Edwards Park Science Center. As of September 1998, the Libraries contain more than 1.04 million volumes. Over the five-year period ending May 31, 1998, volumes in the collection, excluding manuscripts, increased by 12.3%. (See Appendix II:3 selected statistics on the Libraries.)

Tri-college library cooperation is fundamental to planning, collections and operations of the College's libraries. Librarians and other administrators meet several times annually to review and plan for their common operations and common budgets and to discuss further areas for collaboration. We have cooperated with Haverford College for many years in an "approval" program through which most academic press and some commercial press books in the humanities and social sciences are acquired on the two campuses. TRIPOD, our common on-line catalog (see below) and a common lending process dissolve the boundaries between the three campuses and unite the three collections. These ties will become stronger still as we implement and realize the set of objectives proposed to the Andrew W. Mellon Foundation, for which the colleges were awarded a grant of $850,000 in June 1998. The objectives include enhancing our abilities to share print and non-print information, provide course readings, streamline our holdings and increase the quantity and quality of information that can be delivered quickly to each member of the community. As our proposal to the Foundation stated, "with the new technologies available, we are now in a position to extend the coordination of our library services even farther. We propose to design an electronic reserves system; increase the functionality and flexibility of TRIPOD; and implement closer electronic ties with the University of Pennsylvania system."

Some measures for the strength of our libraries can be found within the "Oberlin Group," a cohort of 74 selective liberal arts institutions (Appendix II:4) For example, the Group’s 1996-97 survey found that our acquisitions spending per student of $915 was higher than any other Oberlin Group member library (see Appendix II:5). Some of this may, indeed, be attributable to the fact that we are also a graduate institution and that library materials for those areas in which we have graduate disciplines--the sciences, Classics, History of Art, and Classical and Near Eastern Archaeology--are expensive. Yet, Oberlin Group comparisons show that our periodicals allocation is skewed by a relatively small number of scientific journals. Although we rank in the top ten for periodical spending, our overall place in the ratio of the
number of periodicals held to campus (i.e. students and faculty) FTE is 16th and lower than Swarthmore and Haverford. Whereas cooperation enables our users access to periodicals at Haverford and Swarthmore, users would--naturally--prefer the convenience of access within walking distance of their offices or laboratories. Our librarians--in consultation with the faculty--will continue to have to review acquisitions policies for books, periodicals and electronic materials.

2. Developing and Maintaining the Libraries' Information Resources

Careful review of the acquisitions budget during the course of FY 98 convinced the library administration that the budget is sufficient to support institutional research for graduate programs and the faculty without giving short shrift to the somewhat different needs and culture of undergraduates, but two challenges must be addressed. They are the continued inflation in the cost of materials and a misalignment between the strategies which have guided collections in recent years and the needs of the undergraduate programs. In certain cases, materials have continued to be acquired to support faculty and graduate-level research in areas where the College no longer has graduate programs. At the same time, however, it has been difficult to support curricular innovations in the undergraduate programs by allocating them a larger--and more appropriate--share of the acquisitions budget.

The new library administration began in FY 98 to work closely with the members of the Faculty Library Committee and with pertinent administrative offices to reshape acquisitions policies with the goals of preserving traditional collection strengths while having the flexibility to support newer programs. Rather than rely principally on faculty members' requests for acquisitions in subject areas, the librarians are schooling themselves in order to offer knowledgeable assistance in collection development decisions. Librarians and faculty members will have to develop acceptable strategies concerning the choice among access options for various resources (e.g., on-site printed access; desk-top digital access; tri-college printed access; inter-library loan), rather than simply deciding whether we should acquire a particular resource. JSTOR, MUSE, and other full-text digital access programs which we now use are examples of such choices. It is worth noting, too, that traditional measures of a library’s collections and operations will have to be adjusted to incorporate on-line accessing of materials.

3. Special Collections

The Libraries contain special collections, including rare books and manuscripts, Spanish-American books, and nineteenth- and twentieth-century literature. The College’s Archives serve as a research and security repository for the official and personal papers of faculty, administrators and alumnae; a photographic collection of some 32,800 prints; and an oral history collection, begun in 1968. All Ph.D. dissertations of the Graduate School of Arts and Science dating back to 1888 are kept in the archives. Ph.D. dissertations and Masters’ theses of the Graduate School of Social Work and Social Research are also on file. College catalogs and other publications provide information on the history of the education of women.

Since 1885, we have been acquiring fine art, archaeological, ethnographic, decorative art objects and rocks and minerals which now number over 50,000 objects. Collectively, these objects comprise the "College's Collections." Since the last Middle States review, we have added professional staff for Collections, consolidated collection types into fewer spaces, including a new prints and drawings study room, and catalogued approximately 10% of these objects on a database. We are making progress in developing a comprehensive policy to govern effective use of the collections in the future. An electronically-accessible catalog of the collections, linked to TRIPOD and/or the Web, will increase student and faculty patronage of the collections for teaching and research. The collections staff will continue to assess space and preservation needs of these resources.

Video and audio resource holdings are currently dispersed around campus, with the richest collections in the Language Learning Center. There have been some initial and inconclusive discussions about centrally cataloging, if not centrally locating, these video resources and about allocating more funds to build the collection(s).
The primary challenge for Special Collections is finding cost-effective ways of providing users access to these resources. We recognize the need to catalog unprocessed material, link existing catalogs to TRIPOD and/or the Web, and, in some cases, find more appropriate spaces for our resources.

4. Electronic Services

The Bryn Mawr, Haverford and Swarthmore libraries share a joint on-line automated library system, called TRIPOD, which is used for collection development, cataloging and circulation. TRIPOD's catalog provides access to the more than two million holdings of the three libraries, employing sophisticated, user-friendly searching for all physical and electronic materials. By 1993, TRIPOD included virtually all of the titles in the three collections and five Wilson journal citation databases. TRIPOD services continue to be extended and enhanced, with increased availability of on-line access, including Web-based access to the catalog. Patrons can request materials on-line, from one of the three libraries or elsewhere. Citation database access has grown exponentially and has been extended from single-user stations to the network. Some heavily-used databases are loaded locally, but we also take advantage of the increasing number of remote Web-accessible databases. Librarians are working among themselves and with various database vendors to implement ways to facilitate and enhance patron access to digitized information and inter-library loan requests. Access to full text materials is also increasing, as is the challenge to link these materials meaningfully to catalogs and citation databases.

Rapid evolution of data distribution methods, packages and search engines means that whereas there once seemed to be a clear path to information via the card catalog or the printed index, there are now scattered resources from different distributors, different search interfaces and different access methods. A patron who once looked at the card catalog for access to a newspaper now must consult Lexis-Nexis, FirstSearch and/or the on-line catalog. With the dispersion of digital resources, accessing any one information source has become immeasurably easier, but finding the right sources has become much more difficult. In response, the Libraries have added reference librarians, increased on-site and remote-access databases available to patrons, and extended service hours. Integration of information from remote sources with local resources is progressing on a tri-college basis, abetted by a grant from the Andrew W. Mellon Foundation.

Librarians and others continue to debate the merits of centralization and “reading room” models for organizing collections. Although centralization offers more efficient staffing opportunities and space usage, the reading room model can be more convenient for its users and enhance a sense of programmatic identity. In its central and satellite facilities alike, the Libraries will need to keep up with user needs. Increasingly, faculty and students draw on library resources, including traditional reference services, from their offices, dorm rooms, and public computer facilities. Librarians recognize the need to find creative and effective ways of assisting users wherever they access information. Five years ago the Libraries used very few microcomputers, whether for internal operations or patron use. Today there are nearly 100 computers within the Libraries, a number which rises as dedicated terminals are replaced. To take advantage of today's networking capabilities and meet the increased needs of staff and patrons, Canaday will need to be rewired. Further, the librarians believe that with their current desktop equipment they are not able to work as efficiently as they would like. Close cooperation with Computing Services has been, and will continue to be, essential to meeting demands for electronic access to information.

C. Computer Technology Support

1. Introduction

More than any other administrative department in the College over the past ten years, Computing Services has grown in staff numbers and in the size of its annual budget. In FY 88, Computing had a staff of 7.5 FTE; in FY 98, 17.4 (i.e. not counting 2.0 instructional technology staff members). Over the same period, Computing expenses rose from approximately $510,000 to $2,203,000. (See Appendix IV:1 on staffing patterns and IV:16 and 17 for budget figures.) Despite that growth, demands continue for increases in staff numbers; services and support; more equipment and more kinds of equipment; more space for computing staff and campus users; and a better, faster, more far-reaching infrastructure. Living with and
managing this demand is a challenge to staff members, Computing Services and other administrators, and to traditional and newer heavy users among the faculty, students, and staff.

Since June 1996, Computing Services has been directed by Scott Cowdrey. Mr. Cowdrey has had to rebuild his staff almost entirely and to reorganize operations to provide better service, as basic technologies, professional skill sets and campus needs evolve. He and his staff have also had to develop plans and procedures for the complex of campus-wide computer security and year 2000 issues. Whereas an earlier structure had Computing Services divided into “administrative” and "academic" branches headed by associate directors, the current structure provides computer technology support primarily through four divisions Administrative Data Systems, Computing Center Operations and Networking, User Services, and Academic Technology Services. See Appendix II:6 for an organization chart and the next paragraph for a description of the functions.

Administrative Data Systems is responsible for maintaining the College's administrative information management system, a software application which, at its roots, is now more than fifteen years old and is scheduled for replacement (see below, III.M and also, Institutional Resources, IV.D). With new software, we expect to provide a range of functions not currently available, to extend access and services to faculty members and to students, migrating from a database and functions for administrative use only to an information system which supports and facilitates institutional and individual needs, alike. Administrative Data Systems is responsible for managing and supporting this transition. User Services provides basic support for desktop computers and network access campus-wide, administers the public computer labs and connects students’ personal computers to the dorm network. It operates a Help Desk and is responsible for documentation of supported software. The Networking group has responsibility for all Internet and Intranet systems and services up to the wall plate in each office, classroom, dormitory room, laboratory, etc.; for network electronics, all servers, for e-mail, Web pages, and file/printer sharing operations. Local network services to major academic and administrative buildings are provided on a campus-wide, fiber-based Ethernet network. Internet services are provided via a 10 Mbps connection shared with Haverford and Swarthmore Colleges. A few older smaller buildings still use modems or Centrex services for their data communications and will have to be upgraded. As of September 1998, all the residential halls were either wired for Internet access or scheduled for such wiring within the next year. LAN services (print and file sharing) for both PC and Macintosh computers are provided through Novell NetWare and AppleShare via our Ethernet backbone. A small number of older Macintosh computers continue to use LocalTalk, which has been phased out in most areas due to widespread Ethernet availability. Academic Technology Services provide support to faculty in developing instructional materials, in part through the Instructional Technology Team (see below, II.E) and in using technology in classrooms (see below, II.D and II.G).

2. Desktop Equipment, Principally for Academic Programs

We provide a desktop computer in each faculty office; the computers are capable of supporting an Internet browser, e-mail, and fundamental productivity software (word-processing and spreadsheet applications). For academic departments, printing facilities are regional. We are unable to provide or support a printer in each office, a vexing issue for faculty members. All administrative offices are also furnished with desktop computers and software. As of fall 1998, approximately 700 desktop computers were in use in faculty and administrative offices, academic support departments, and in public access bays for desktop functions. (This number does not include computers in science laboratories and classrooms, nor those dedicated to specific administrative tasks, such as voice-mail, Dining Service and Facilities Services functions, etc.). Adding to the richness—or, complexity—of basic computer support for the Computing Services staff, other staff members and users themselves, is the fact that we are a tri-platform environment, with approximately equal numbers of Macintosh and PC users (the latter are all on Windows 95) and a smaller number relying on UNIX operating systems. In many cases, within departments--both academic and administrative--both Macintosh and PC platforms are in use because of personal preferences; in some, both must be used because of software needs. One of the issues with which the College and Computing Services is contending is whether we can afford to maintain support for two platforms, a debate that is not independent of recent volatility in Apple’s fortunes. Support for the UNIX computers, primarily supporting research and teaching in the sciences, has been a troublesome issue, with UNIX-using faculty members preferring to have their own dedicated support personnel, and Computing Services preferring a centralized approach because of efficiency and security concerns.
We have organized and support a replacement cycle for desktop computers, known as the "cascade." We assume a five-year life for these units and maintain an inventory of all desktop computers on campus. Most computers begin their service at the College in one of the public computer labs in order to meet the perceived need of students for the most robust equipment, capable of supporting the newest applications. Each summer these computers are replaced and moved to faculty and administrative offices. The older computers are moved to offices where computer needs are modest or are sold to used computer parts dealers. Whereas this approach gives students the latest and best equipment, it is labor- and time-intensive and requires multiple moves and set-ups, and may, therefore, be reviewed and revised.

3. User Training and Support

Although we, as an institution, recognize that responsibility for acquiring basic information technology skills lies with individual members of the faculty, staff and the student bodies, the burden of making things work falls on Computing Services. And although we, as an institution, recognize that each student and member of the faculty and staff should be expected to use her or his desktop hard- and software, and diagnose basic problems, the burden of dealing with problems falls disproportionately on Computing Services. At the core of its strategy for responding to user difficulties with information technology lies the Help Desk. As of September 1998 the Help Desk is open seven hours a day, five days a week, and is staffed by Computing Services professional staff on a rotation schedule and trained student workers. Telephones, voice-mail, and e-mail communications extend the Help Desk range of assistance and hours. We recognize that more and deeper Help Desk services would be welcome. The partnership with the Libraries, especially in the last year, in providing more extensive assistance with the technologies available in their facilities--whether involving the use of basic or more advanced applications, dataset manipulation, or, simply, a jammed printer--has been welcome. The cooperation and coordination in providing services and expertise and planning for the future which now exists between the Libraries and Computing Services (both at the College and within the tri-college community) is a model for other partnerships within our academic support services.

4. Outlook for the Near Term

With its new direction, revised internal structure, recent additions to the staff, expansion in workspaces, an extensive campus network, an internally-funded replacement cycle for desktop support, replacement of the hard and software supporting the College's administrative functions under way (see below, chapter IV.D), and many cooperative approaches to support and planning in place, Computing Services is in a relatively stronger position than it was several years ago. However, requests for more staff and larger annual operating and capital budgets may be anticipated, backed by vociferous local demands and comparisons with similar institutions of the level of support for computing operations. Annual surveys by COFHE and the Consortium of Liberal Arts Colleges (CLAC), a cohort of 64 peer institutions, suggest that we continue to lag in spending and staffing, although it is difficult to compare data in a meaningful way. With particular respect to academic support, Computing Services will continue to be challenged to provide reliable and robust data transport; take advantage of and maintain sophisticated data storage and retrieval systems for large volumes of data; supply sufficient technical support; and to provide appropriate technical support to other offices and individual users. With the guidance of Computing Services, the College must find ways to balance information access and the ability of public computers to meet diverse user needs while maintaining appropriate levels of security. Within Computing Services, there is the challenge to maintain high staff morale and effectiveness. In sum, Computing Services--and the College--need to develop long-term strategies to manage the demand for increased computer technology support.

D. Classrooms

Classrooms remain the primary environment in which faculty and students work together. According to a survey conducted in FY 96, roughly half our classrooms were networked; many had VCR/monitor facilities (or such equipment nearby); a lesser number had slide projectors, overhead projectors and projection screens; and two classrooms in the sciences had video-data projection systems. Better classroom facilities existed in some sectors of the campus (principally the science buildings) than elsewhere (e.g., Dalton, English House, Thomas), and these better facilities characteristically resulted from
capital projects supported by outside funding rather than campus initiative. Since January 1996 and in response to a presidential directive, the Provost's Office has taken on the oversight of classrooms in recognition of the importance of appropriately-furnished, -equipped, and -maintained settings in which faculty members may teach and students learn with facility, regardless of the discipline and the availability of external sources of support. We have made a substantial commitment to improving these teaching spaces—not only for information technology readiness, but for general appearance and better congruence with student and faculty needs. We now maintain them through the annual operating budget process, vigorous pursuit of outside support, and rigorous, annual inspection tours.

By fall 1998, the technology we have available in classrooms throughout the campus is vastly and significantly improved. The clearest indicator of that progress is that we now have 11 classrooms with fixed (i.e. ceiling mounted) video-data projection systems (one in Dalton, three in Thomas, two in Carpenter, one in Taylor, four in the sciences). Additional mobile video-data systems are available for classroom use in Biology, Guild/Language Learning Center and Social Work and Social Research. As "smart" as any of the classrooms with fixed video-data systems are three new seminar rooms in the Rhys Carpenter Library, which offer instructors the use of dual platform computers, fast network access, large wall-mounted monitors for video-data display, a shared laser disk player and slide projection. As of FY 99, the College is budgeting replacement funds for classroom technology, estimated at $90,000 a year.

Smart classrooms have consequences for faculty members and academic support services. More burdens are placed on Computing Services and allied departments to add to the array of equipment and keep up with its maintenance. Increasing numbers of the faculty will require training and assistance to make effective use of these spaces. Permanently installed equipment is expected to decrease the pressures on Media Services to provide portable equipment for classroom applications.

One of the more challenging aspects of classroom assignment is the popularity of certain time slots. We have more than enough classrooms were the course offerings to be spread more evenly throughout the five-day week. However, accommodating the scheduling preferences of students and faculty creates a compression of the schedule, and, more importantly, contributes to conflicts which affect the students' ability to have a wide range of choice in their courses. This is a very difficult cultural problem: How can we, as an institution, encourage the faculty to offer classes using more of the available course schedule? How can we encourage departments (especially allied departments) to work together to schedule their courses in a manner sensitive to student needs rather than departmental convenience?

E. Instructional Technology Support

Ten and even five years ago instructional support--beyond that provided in the Libraries and Computing Services--consisted of a Visual Resources department, an Audio-Visual department, and the Language Learning Center. These departments continue to provide instructional support, but now are complemented by an instructional technology development center (including high-end Macintoshes and PCs, scanners, audio and video digitizing equipment) and additional professional staff who assist the faculty to develop digital materials for their courses; assist faculty and students engaged in research projects available in digital format; instruct faculty in the use of the new smart classrooms; and work with faculty to develop new modes of conceptualizing and presenting knowledge to take advantage of new technology and meet the needs of the current generation of students.

The Instructional Technology Team (ITT), in place since fall 1997, is comprised of the Directors of Computing Services, Libraries, the Language Learning Center and the Digital Media and Visual Resource Center; the Senior Technology Specialist in Computing Services; the Instructional Technology Coordinator for the Social Sciences; and the Libraries' Electronic Information Resources Coordinator. ITT, which is convened by the Associate Provost, is charged with anticipating and meeting the needs of the faculty for instructional support. This fall we invited the head of the Committee on Academic Computing to join the team and participate in our meetings, thus providing for better communication between faculty and administrative groups who share a basic common objective of facilitating teaching and research through the use of technology.
Although well-received by those who attend the various ITT presentations, those presentations have been, in fact, sparsely attended, principally--we believe--because of time pressures on members of the faculty. In addition to scheduling conflicts which inhibit some from participating, others feel they simply do not have the time to invest in mastering new applications and incorporating digital technologies into their courses. At present, the number of staff members providing instructional support is more than adequate to handle faculty requests, but this situation will change as more and more members of the faculty (perhaps, especially, new members of the faculty) adopt digital technologies for their courses. In support of these endeavors, we offer a number of grant- and College-funded opportunities for curriculum development projects which aim to incorporate digital materials and technologies in existing or new courses. The most recent and substantial of these is the award from The Andrew W. Mellon Foundation to the three colleges, which provides us with the incentives and structures to further instructional technology objectives within a tri-college framework.

F. Language Learning Center

Since August 1997, the Language Learning Center (LLC) has been staffed by a full-time Director. Previously a full-time faculty member bore the additional responsibility of overseeing the LLC. The current Director teaches a course in the Russian department, is a member of the Instructional Technology Team, consults regularly with language department chairs and the faculty, and reports to the Office of the Provost. Working with a cohort of student workers, whom he trains and supervises, the Director sees that the LLC meets these objectives: providing curricular support, researching and promoting new technologies and teaching methodologies, promoting language learning through student-centered instructional materials (Computer Assisted Language Learning, CALL), and supporting language learning research and the creation of CALL programs.

Over the past ten years the LLC, which is located in Denbigh Hall, has expanded from a facility which provided support for the audio segment of language courses to a center which supports audio, video, computer-centered technologies, and satellite programming. When first built in 1986, the LLC had 22 stations equipped with audio capabilities and a centralized console for optional control of the audio lesson. Later innovations included a sound booth for creating audio materials; video stations for viewing foreign films; a satellite dish for receiving foreign news and cultural programs; and multimedia computers. The LLC now has 20 computers for students, two multimedia development stations for faculty, two satellite dishes for receiving foreign language broadcasts, and a server for administering the lab and for the delivery of Web-based teaching materials.

With these upgrades the LLC no longer simply supports language courses, but is actively engaged in the teaching and learning of foreign languages. Significant, too, in the operations and mission of the LLC is cooperation with Haverford and Swarthmore Colleges, nurtured by a 1997 grant from the Andrew F. Mellon Foundation to the three colleges explicitly for the advancement of their language pedagogy. The grant, administered at Swarthmore College and overseen by a tri-college committee of faculty members and administrators, has enabled the colleges to hire and share the expertise of two language support staff, who are helping faculty members develop teaching materials. Tri-college cooperation thus helps advance language instruction locally, but this close cooperation also makes evident the shortcomings in our facilities. Haverford's and Swarthmore's newer labs were planned facilities, resulting from a comprehensive review of the functions they were expected to serve. We recognize that we will need to engage in some comprehensive planning for our LLC, so that it may continue to advance our foreign language programs.

G. Media Services (Audio/Visual)

Working within the Academic Technology unit of Computing Services, Media Services (formerly Audio/Visual Services) has a two-person staff and relies heavily on student part-time workers to meet the campus' needs. It maintains its own inventory of basic equipment; attends to equipment dispersed throughout the College; and schedules, delivers and/or sets up equipment by appointment for classes and events. Media Services provides technical support and coordination for video filming and editing for faculty and staff projects. It is integrally involved in both the design of "smart classrooms" and their operations and maintenance. As we expand the availability of technology in classrooms, Media Services
staff members require deeper and more varied professional training, which good working relationships with Computing Services staff and the ITT help advance.

**H. Digital Media and Visual Resource Center**

Since the last Middle States self-study, Visual Resources has experienced numerous fundamental changes. It has moved to new facilities in the Rhys Carpenter Library; experienced a nearly complete turnover in staffing, including new direction; amplified its mission; and been renamed the Digital Media and Visual Resource Center (DMVR). It currently reports to the Office of the Provost, rather than being a part of the Libraries. Digital tools and approaches have had a reshaping effect on many operations. Still, the core mission is to provide pedagogical images for three academic programs, namely the History of Art Department, the Classical and Near Eastern Archaeology Department, and the Growth and Structure of Cities Program. Faculty members in History, Latin and Greek are also patrons of the DMVR.

Support for these programs continues to be achieved mainly with 35mm slides; there are now approximately 200,000 in the collection. Each year between 5,000-10,000 new slides are added to support new courses and fill gaps in the collection. New slides are now entered into a state-of-the-art digital catalog (called EmbARK), but retrospective cataloguing is a major challenge. By the end of FY 98 the most recent 25% of the collection has been catalogued. Since FY 95 the Center has increasingly turned to supporting the development of and access to digital images for projection in classes and, especially, for course study folders. Increasingly, we are enabling students to access such study images from public computer labs and, where the network allows, their rooms. We have begun to participate in collaborative digital imaging projects with other institutions, which promises to spread the load of scanning and creating interfaces for such sets, and to greatly enrich our access to pedagogically-targeted image sets. DMVR staff members help students master these technologies. In turn, student help is essential to both the traditional analog and new digital services of the DMVR.

In time, digital media for pedagogical uses may displace analog images, especially slides, with the timing dependent on the pace of technological improvement and the faculty’s willing adoption of and preference for digital modes. In the shorter term, there is the prospect of DMVR providing pedagogical images for a wider range of instructional departments and making some unified controls for these as the desire for such services in a centralized system emerges. The challenge to DMVR in the nearer term is to manage such transitions, to continue to fulfill its functions and husband its resources intelligently, as the curriculum develops and digital revolution evolves.

**I. Curriculum Resource Center**

The Curriculum Resource Center (CRC) both represents as a physical space and provides in its holdings the multiple perspectives and resources necessary for academic excellence in the College’s Education program. The CRC is in the process of expanding its collection, as mandated by the Pennsylvania Department of Education for continued certification of students participating in the program. (Appendix II:7 provides a detailed description of the CRC and discussion of the needs and challenges facing it.) Used principally by students in the Education program, the CRC also strives to be a resource for other members of the College community who wish to pursue discussions of pedagogy. The CRC is available as a meeting place and resource for all members of the community who wish to study, discuss, and pursue more effective educational practices.

**J. Writing Center**

With the inception of the College Seminar program in FY 98 (see above, Academic Programs, I.A.2.a.6), the need for writing support services increased and the responsibilities of the Writing Center were enhanced. The Center is now located in Canaday Library and is under the leadership of a Director whose duties include recruiting and training peer writing tutors, teaching in the College Seminar program, and advising faculty on writing matters. The Director reports to the Undergraduate Dean and the chair of the English department. The Center provides walk-in consultation for students. Students are referred to
the Center by faculty members teaching in the College Seminar program, deans and, to a lesser extent, those teaching other courses. The Center has a goal of promoting its use by students in courses other than College Seminars and to educating the faculty in the ways the Center can support the writing done for their courses. In FY 98, most of the Writing Center's patrons were self-referred, suggesting that many students recognize their own need for further skill development.

While the College Seminar program strives to provide the level of writing instruction appropriate for most first-year students, we must give some thought to addressing the needs of two significant minority student populations: those whose reading, writing and critical thinking skills do not develop to the level of basic competence during their first semester at Bryn Mawr; and those whose first language is not English. The critical thinking skills of the students in the second group may be well-developed, but their lack of fluency in standard written English may mask those skills. Other longer term goals include: (a) changing the perception within the community on the proper locus for instruction on writing so that instruction is given through the disciplines and normal course work, rather than being the distinct purview of a support service, and (b) developing ways to structure and guide writing services that support disciplinary writing instruction within departments.

K. Grants Supporting Instruction and Research

1. Outside Support for Instructional Innovations

We keep informed of new funding opportunities in a variety of ways and principally through the Resources Office, which plays a major role in providing information on foundation, corporate, and government programs and soliciting grants from these organizations for instructional support, involving both equipment and curriculum development projects. The Director of Foundation and Corporate Programs works closely with the Provost, faculty members, and other administrators to develop clearly defined curricular projects and prepare proposals, consistent with the institution’s priorities. Awarded grants are typically administered in the Provost's or Undergraduate Dean's Office. Our efforts are comparable to those at most of our peers institutions (i.e. highly selective liberal arts colleges), which usually have one or more staff members dedicated to obtaining programmatic support from foundation and corporations. See Appendix IV:11 for a listing of the major grants received over the last ten years. Recent initiatives, particularly by The Pew Charitable Trusts and The Andrew W. Mellon Foundation, have been instrumental in helping us to enhance and expand our academic programs and support services through significant and targeted Bryn Mawr-specific and inter-institutional grant programs. Bryn Mawr, Haverford and Swarthmore Colleges currently hold three such Mellon grants.

As valuable as grant money has been, we are keenly aware of some of the dangers it creates. Occasionally we receive a grant before the faculty perceive a strong need for the program it supports, resulting in a sluggish start for the program, or at worst, the perception that outside money--or the administration--is unduly influencing the curriculum or a faculty member's autonomy. Moreover, faculty and staff positions made possible by grants eventually need to be mainstreamed into the operating budget or eliminated and new equipment made possible by grants must be maintained and, in time, replaced.

2. External Research Grants

The Office of Faculty Grants is responsible for assisting members of the faculty and staff, and graduate students in the acquisition of external funding to support research and other projects. The Director of the Office of Faculty Grants is responsible for all pre- and post-award administration, including understanding and anticipating individual research support needs, investigating grant opportunities and making them known via office publications and personal contact, and maintaining appropriate records. Despite the relatively modest staff devoted to this enterprise (i.e. the Director, assisted by some part-time student help) and the small size of our faculty, Bryn Mawr faculty do better than our peer institutions in submissions and awards. Within this peer group, Bryn Mawr faculty members have a 68% funding rate (awards to submissions); most of the peer institutions have a funding rate below 55% and the national average is in the 25-35% range (see Appendix I:18). Appendix II:8 summarizes externally-funded research support over the last ten years.
L. Support Focused on Sciences

1. Major Scientific Equipment

   Maintaining, replacing, upgrading and underwriting new equipment to support the instructional and research needs of faculty and students in the sciences is a continuous challenge to the institution. Basic scientific equipment gets heavy use in the undergraduate science laboratories and needs to be monitored, maintained, and replaced to assure the safety of its users and to facilitate their work. Particularly within the sciences, new courses, new members of the faculty, new disciplines and new interdisciplinary offerings present large demands on the budget for both facilities and equipment.

   We are in the midst of our second five-year commitment to budgeting for science equipment via the operating budget. The current plan runs through FY 01, and assures funding of $170,000 in FY 99 and FY 00, and $180,000 in FY 01. The allocation of the pool is determined by the science chairs, who meet and discuss each department’s needs and priorities. Individual items funded via this pool rarely exceed $30,000. Occasionally, a department will bank its allocations for several years in order to acquire needed piece of equipment which is more costly.

   The Provost, science chairs, and staff members from the Faculty Grants Office and Resources have met to discuss extraordinary science equipment needs, i.e. for items ranging in costs up to $500,000 or more. These individuals have committed themselves to planning a replacement schedule for such items, so that appropriate fund-raising plans and resource-allocation plans may be devised. In addition, we need to fund the laboratory needs of incoming tenure-track faculty members in the sciences.

   Major grants from the W.M. Keck Foundation (for Geology), the Howard Hughes Medical Institute (for Biology and Computer Science), The Pew Charitable Trusts (for Mathematics and Physics earlier, and now for Environmental Studies and Ecology) and Zimmer, Inc. (Biology, Chemistry, Physics) have enabled us to do much of what we are doing. The Provost’s Office has established a $100,000 matching pool, effective FY 99, to provide science departments with matching funds for federal grants for instructional equipment. These external grants often require that the institutions contribute a large share of a project’s costs. This fund will also be available to assist departments in acquiring instructional equipment when their efforts at obtaining outside gifts and grants have not succeeded.

2. Laboratory Safety

   A Committee on Laboratories has responsibility for formulating and enforcing the rules necessary to insure adequate safety in the College's scientific laboratories, with particular attention to those concerning the acquisition and handling of radioactive materials. In addition, and since FY 96, Bryn Mawr and Swarthmore have shared an Environmental and Safety Officer. The programs he has put in place, College-wide, have increased the physical well-being of those on campus and in the science buildings. (See below, Institutional Resources, IV.G).

3. Instrument Shop

   The Committee on Laboratories has the responsibility of supervising and administering the instrument and glassblowing shops. The two instrument makers also take on assignments for Facilities Services and offer workshops on the use of machine tools to science students. The major machine tool needs of the Instrument Shop have been well taken care of in a massive replacement program (about $140,000) which culminated in June 1998 with the purchase of a computer-controlled engine lathe. Glassblowing is outsourced.

M. Student Records

   The Registrar's Office enforces Faculty Rules and the stated policies and procedures of the Undergraduate Council and Curriculum Committee. The office facilitates the instructional mission of the College by providing the administrative framework for course registration, grading, student advising,
scheduling of classes and examinations, tracking degree requirements and maintaining basic student records. The office also provides statistical data for faculty and staff for use in departmental and general deliberations and for federal, state and other outside agencies. The office processes transcript requests, loan deferment and enrollment verification forms, and produces lists and labels for the campus, chores not directly related to instructional support but which add to the smooth functioning of the campus community.

While technology use in the Registrar’s area is probably comparable to other small colleges and universities, the present administrative computer system (AIMS) does not provide on-line access to student academic records by the faculty, students and most administrative offices. A new system (see below, Institutional Resources, IV.D) will broadly enhance the entire academic enterprise, provide faculty with interactive access to pertinent student records, encourage more efficient utilization of classrooms, and enable students to “do business” directly with the system (for example, update phone numbers and other personal information online, view course grades, request transcripts, register for courses). The new system (and the process of getting there) should identify and eliminate many difficulties we currently face, such as accommodating (1) our extensive course exchange with Haverford; (2) the explosion in new courses (we are running out of course numbering ability); and (3) the many methods, electronic and otherwise, by which offices and individuals send and expect to receive information.

N. Secretarial Support

Each of the departments and services mentioned to this point "support" the faculty. We end this review with the faculty secretaries, but not without noting that individual faculty members would probably begin their own lists of academic support services with faculty secretaries. All departments--with the exception of those located in Thomas Library--have dedicated secretarial support. In Thomas, three pairs of secretaries support three clusters of departments and programs, a level of support which is, in sum, less than that of other departments. Although they work for and with faculty members, faculty secretaries officially report to the Provost's Office.

Depending on departmental needs, faculty secretaries are responsible for providing a wide range of support. The spread of computer and information technology has both facilitated and greatly complicated secretarial life. Although many faculty members now take responsibility for their own routine word processing, secretaries are expected to master a wide range of new computer applications, often platform-, model-, and/or discipline-specific. Faxes, copiers, voice-mail, telephones, paper-based communications, and patrons clamor for their attention. Secretaries are often the first line of technical support for faculty members who are having problems accessing the Internet, their e-mail and/or voice-mail. Secretaries provide informal mentoring and orientation for new members of the faculty. As noted by one member of the faculty, "Combine all this with an instant-gratification mentality on the part of faculty and students and one begins to wonder why anyone would take the job."

We are challenged to provide ongoing professional development and training opportunities to faculty secretaries, to ensure a balanced distribution of secretarial services among faculty, and ensure equitable access to printers, copiers and other office automation services for faculty and support staff. Likewise, we are challenged to provide more secretarial support for the faculty, and would like, first, to equalize the level of support available in Thomas with that available in the sciences and other disciplines not housed in Thomas. Such needs do, inevitably, have to be weighed against other demands within the provostial realm.

O. Issues for the Future

Two themes run throughout our description of academic program support services: the continuing impact of information technology and the necessity for intradepartmental cooperation. In significant measure, it is the information technology revolution that produces the need for broad and effective cooperation. Our librarians are meeting the challenge of a profession in which operations have fundamentally changed in recent years as libraries have become less and less repositories of knowledge than conduits for the dissemination of information. As this happens defining boundaries of all sorts are
dissipating, among locations on campus, between the campus and the rest of the world, between what we have available in our collections and what can be found elsewhere; and our librarians must mediate these changes. Meanwhile, Computing Services copes with accelerating demands for equipment, help desk and other support services, network access and bandwidth. Many students and faculty members expect to draw on a rich array of new multimedia options in the classrooms and for their courses, while others are discomforted by these new options and see them draining resources from traditional academic supports. This transitional era--whose terminus, if any, is distant and unknown--is challenging and costly. We must, however, retain this focus: these services support our academic mission by advancing and facilitating teaching and learning. Teaching and learning are our mission. Our challenges are, therefore, to:

- Remain cognizant of the trade-off between ever-increasing appetites for academic support services and facilities, on the one hand, and the direct support of the faculty and academic programs, on the other hand.

- Have the appropriate administrative structures and advisory bodies, clear lines of departmental responsibility, robust patterns of intra-institutional coordination and cooperation, and strong inter-institutional partnerships.

- Take advantage of our new budgeting process (see Institutional Resources, below, IV.F) to set budget priorities institutionally and over a multi-year period. Whereas the traditional budget process had encouraged each of the departments and offices to identify its own needs and on an annual basis, this institutional innovation challenges us--and also enables us--to confront the expensive and cross-disciplinary nature of the issues facing most academic support offices and to undertake cost-effective strategies for addressing them.
A. Introduction: The Undergraduate Students

Our undergraduate students are academically very able, serious, and willing to work hard to achieve ambitious goals. Their profile has not changed dramatically in the past decade. (An array of statistics on the undergraduate student body may be found in Appendix III:1 A-F.) Most--over 70%--have prepared for Bryn Mawr in American public high schools. The remaining quarter come from a variety of schools in other countries and from independent schools in the United States. The quality of their preparation varies enormously. Some enter with solid foundations and sophisticated training in critical areas such as the reading and writing of English, one or more additional languages, and mathematics. Others, despite strong performance in high school, are poorly prepared in one or several of these areas and need help as they strive to meet the standards of a demanding faculty and curriculum. While there are significantly more structured sources of help available to students who seek it than there were in 1988, some students remain reluctant to ask for assistance. Overall, however, students come to Bryn Mawr anticipating a rigorous academic experience and become more and more committed to their work as they discover and develop their individual strengths and interests in the course of four years.

Despite their relative homogeneity in terms of intellectual ability and motivation, the undergraduates are diverse in terms of racial, ethnic, socio-economic, religious, and geographical backgrounds. About 53% could not attend Bryn Mawr without financial aid from the College, 11% are foreign nationals or dual citizens, and more than 23% identify themselves as members of American racial minority groups. The numbers of African-American, Latina/Hispanic and Native American students are still too low to prevent those students from feeling isolated in many situations on campus. Bryn Mawr attracts and selects students who are strong individuals, and the prevailing culture tends to allow individual differences of personality and style to thrive. We have, however, had sufficient numbers of incidents to remind us that despite an articulated commitment to respecting and learning from differences of all kinds, intolerance in many forms exists on campus. Our institutional efforts to educate students and those who work with them about how to enjoy and learn from differences instead of fear or hate them must be continually renewed.

The emphasis on individuality exists alongside, and in some tension with, a strong desire to form a supportive and inclusive residential community. What is most unusual about this community relative to the norm among residential colleges is the degree to which students take responsibility for shaping and managing their lives. Students are committed to living within an Honor Code which demands that individuals accept responsibility for their own behavior and the effect their behavior may have on others. This system is idealistic, demanding confidence, fairness, and directness in the way students deal with each other, and it is certainly more complicated to manage in a student body which is larger and more diverse in background than ever before. The students have risen well to this challenge, and significant numbers participate actively in the Self-Government Association which oversees the community's governance and activities. Students also play an unusually active role in helping to shape and run the College as a whole, serving on almost all of our committees and participating in important decisions, from the admission of new students to institutional long-range planning. They rise to the expectation that they are ready and willing to be taken seriously as full adult members of the community with an important stake in our present and future.

In this chapter we survey the offices, practices, institutions, and structures which serve students and/or are elements of their lives at the College.
B. Admissions and Financial Aid

1. Admissions

Although the marketplace has changed since our 1988 self-study and review and our 1993 periodic report, the major challenges for undergraduate admissions and financial aid remain achieving the enrollment goals needed to maintain an undergraduate student body of 1,200, managing the financial aid budget to meet the needs of the most able and diverse applicant pool while remaining fiscally responsible, and increasing the numbers of under-represented minorities (specifically African-American and Latina/Hispanic students) enrolling at the College.

a. Marketplace Influences

Like the other highly selective women's colleges, we experienced a significant drop in the number of enrolling students in 1992, a time when the number of college-bound students in the United States had reached a historical low. In that year, we made a conscious decision not to increase the financial aid budget in order to enroll a larger class, but we did commit time and resources to restructuring and fortifying the Admissions and Financial Aid Offices in order to improve our position in the market and achieve our enrollment goals. The following year the applicant pool increased by 8% and the size of the first-year class increased by 13%. In each of the last four years, i.e. FY 95 through FY 98, the first-year student enrollment goal has either been met or exceeded. We have been able to maintain the historically high number of applications achieved in each of the last four years and have continued to offer only need-based aid in an era in which financial aid has, for many institutions, become a strategic tool in the shaping of their enrollments. See below, Institutional Resources, IV.E.2, for the relationship of enrollment goals and the College’s fiscal well-being.

The numbers of college-bound students are increasing, though not in traditional markets. The greatest growth in enrolling students is among those of non-traditional college age and among those least able to afford a high-cost, private education. We have given considerable administrative and financial aid support to the McBride Scholars Program, Bryn Mawr’s gateway for non-traditionally-aged women. Issues regarding enrollment, size, and financing of that program are addressed later in this study (see below, III.D).

b. Staffing

With the help of consultants in 1992-93, we took a careful look at the structure of the Admissions Office and determined that areas of responsibility within the office were not clearly defined and that the more senior-level admission officer positions should be strengthened to share in the management of office operations, recruitment, and the volunteer networks. Over a period of 18 months, we defined new positions and made several key appointments. We hired a Program Director for Recruitment and Operations, whose charge was to enhance our use of Educational Planning Service (EPS) data in recruitment planning and to coordinate various recruitment activities with operations. As a result, staff are able to qualify prospective students better in the early stages of their association with Bryn Mawr, and we are able to make more appropriate use of both our own resources and direct mail services during the recruitment phase. Further, the staff implemented a telemarketing program to enhance attendance at high school visits and off-campus receptions. The volunteer network has been strengthened through another appointment and has expanded to support the 700 alumnae who interview prospective students nationally and internationally and the student volunteers and faculty who participate in the recruitment and yield processes.

The greatest challenge in Admissions is to retain talented young professionals who clearly enjoy their work, but who often leave after two or three years to pursue graduate studies or enter other careers which are less demanding of their evenings and weekends. We have made several promotions among junior staff members to more senior positions, thus encouraging them to continue their careers in admissions. We continue to look for opportunities to keep more seasoned professionals interested in continuing at the College by means of professional development opportunities, offering expanded responsibilities, and appropriate forms of recognition.
c. The Changing Role of the Faculty in Admissions

The Committee on Admissions, an appointed committee of the Faculty of Arts and Sciences that also includes up to seven students selected by the Self-Government Association and members of the Admissions Office professional staff, has wrestled with the question of the amount of time required of its faculty members, each of whom had been reading every application to the College. In recent years, it has been difficult to recruit new faculty members to the committee because of the perceived time commitment, despite a change several years ago to require that only one faculty member read each folder, rather than two. A group of enthusiastic and supportive faculty members--aided by members of the staff--evaluated the process and, ultimately, recommended a change in the work of the faculty on the committee. Because there was virtually no disagreement about either those at the top of the applicant pool or at the bottom, it was agreed that the readings of two admissions officers would be sufficient in those cases. Only difficult or interesting files would be brought to the attention of the faculty members of the committee, thus reducing their reading load significantly. Further, the faculty members agreed that their effort might be more effective in the long run if they were to participate more aggressively in yield activities with admitted applicants. These new procedures were put in place during the 1997-98 academic year and will be evaluated over time to determine their efficacy. See Appendix III:2 for the Admissions Committee’s Guidelines for Academic and Personal Ratings.

d. Minority Recruitment

We have had varying degrees of success in recruiting and enrolling under-represented minorities, as demonstrated in Appendix III:3. While our total enrollments reflect percentages of African-Americans and Latina/Hispanic students similar to those at the other COFHE colleges, we have not been successful in increasing those numbers over the years. We expect that 28% of the class entering in the fall of 1998 (including those who identify themselves as multi-racial) will be members of under-represented American minority groups. Several years ago we reached a high of 30%. These numbers are not unique to Bryn Mawr when compared to other highly-selective liberal arts colleges. Our greatest losses at the point of enrollment are to larger institutions, many of which are in the COFHE university group. (These data are available in the COFHE Redbook, a confidential and proprietary document of the Consortium.) See III.E, below, for issues, advising and support groups for students from under-represented minorities.

Each admissions officer is responsible for incorporating a minority recruitment plan into her own regional responsibilities. As a result, we have developed good relations with the Fulfillment Fund in Los Angeles and the College Access Program in Philadelphia. We believe other strong organizations and relationships with them will further enhance our efforts. In the summer of 1997, we undertook a major revision of our Voices of Color publication and used focus groups extensively to shape a publication that is appropriate for our prospective students and accurately reflects the Bryn Mawr experience for students of color. For FY 98, we experienced a slight increase in the total number of applications from students of color and a significant increase in the numbers of African-American matriculants. In FY 98, we also coordinated efforts with Haverford College to present a joint program to prospective students of color for both campuses with the expectation that the strength of two campuses and the joint programming would suggest a wider community to those thinking about Bryn Mawr and/or Haverford. A discussion item for the College is to consider preferential financial aid packages in order to compete more effectively with our peers. Further, we would very much like to increase the number of under-represented minorities on the professional staff of the Admissions Office. We were unable to appoint a person of color in our last search (summer 1997) and a stable staff in 1998-99 has prevented us from making new appointments that would move us toward this goal.

e. International Students

We continue to attract highly qualified students who are citizens of foreign countries (see Appendix III:4). The College has made a substantial commitment of funds for these students in order to enroll those who are well-qualified but could not otherwise afford to matriculate. International applicants constitute about 20% of the total applicant pool and, on average, represent about 11% of the enrolling class. The recruitment of international students has been managed out of the Office for International Initiatives since FY 96 and, in time, will become the responsibility of the Admissions Office. Although the economic crisis in Asia will undoubtedly shift some of the recruitment interest, we must preserve the very
strong relations established there. Our increasing numbers of alumnae abroad and the ease of communications through new technologies should help to maintain what has been a vigorous recruitment program.

f. A Broader Database

We have enjoyed considerable success with the Student Search Service of the College Board. Of the 46,000 names available to us through this service, 12-15% become viable inquiries, which is an excellent rate of return for direct mail, for the industry standard is 5%. Ultimately, our experience has been that of all the students who apply, are admitted, and then enroll, 28-50% of those enrolling first learned of the College through the Student Search Service. With only modest variations, the College has been able to maintain the increase in applications in each of the last five years, as documented in Appendix III:5a. In FY 98, we subscribed for the first time to the similar service offered by the American College Testing Program. We purchased an additional 15,000 names through ACT and sent out the same brochure that is used for the College Board Search. As we study the results of that effort and the data provided by the Admitted Student Questionnaire (ASQ), we have learned that this particular search should be narrowed to students who live within a 500-mile radius of the College and/or to those whose mobility can be examined through the Educational Planning Service. We have indeed narrowed that search for the 1998-99 cycle and hope to see improvement in our numbers.

g. Use of the Admitted Student Questionnaire to Improve Recruitment and Enrollment

Although we have subscribed to and used the Admitted Student Questionnaire to evaluate the recruitment effort for several years, we asked an outside consultant to evaluate the results of the 1997 recruitment year. The results confirmed some things that we knew (e.g. students are more likely to enroll if they have visited the campus), and we also learned trends that will help shape our future planning. For instance, a student is highly likely to enroll if she is from the greater Philadelphia area, or if she lives within 500 miles. We also know from the ASQ report that among the institutions with which we compare ourselves for purposes of this study (i.e. Smith, Wellesley, Mt. Holyoke, Haverford, and Swarthmore), our high school visit is rated higher than those of our peers, as is the on-campus interview at Bryn Mawr. It is a concern—but not a surprise—that those students whose credentials do not have profiles as strong as our top candidates are more likely to enroll. The ASQ report clarifies this for us; it is, however, widely assumed that students will attend the institution that is considered to be a "stretch" for them rather than the institution considered to be “a sure thing.” Further, students who require substantial financial assistance are more likely to enroll than those who do not apply for aid or those who applied for aid but were not found to be eligible. Our challenge is to enroll greater numbers of highly qualified, less needy students while preserving our commitment to a diverse student body.

h. Analysis of Trends and Strategies

The increase in applications since FY 93 has been encouraging. Positive media attention to the benefits of women’s colleges has certainly played a role in the recruitment effort. Streamlining of admissions services to students and characterizing the Bryn Mawr admissions process as one that is personal has served the College well. In 1986 one had to read the Bryn Mawr prospectus carefully to learn that the College admitted only women for undergraduate study. Today we mail an essay--“Why A Women’s College?”--directly to our first-round inquiries as part of our basic communications. Last spring’s report by the American Association of University Women (AAUW) may be less problematic than the media would have had us believe, for it gives Bryn Mawr and other women’s colleges an opportunity to speak more compellingly to the issues around single-sex education and to point to the disproportionately high number of women’s college graduates who attain positions at the highest levels of government, industry and education. When compared with the women’s colleges in COFHE, we experienced a significant drop in the number of matriculants in 1992, one year later than the others had enrolled smaller classes. Contrary to the trends at our "sister" institutions (i.e. Barnard, Mt. Holyoke, Smith and Wellesley) who have experienced erratic enrollment patterns over the last five years, we have been able to maintain the increasingly strong numbers of enrolling students since 1992.

The earlier Middle States reports conclude that our applicant pool is highly self-selective and demonstrate that our rate of admission has been well over 50% in every year except in 1974. For internal
purposes, this is not a worrying number. Our yield hit a low of 31.7% in 1995, then jumped to 38.8% in 1996. This increase is mainly attributable to the change in our financial aid policy, for we dropped the practice of "admit/deny" and instituted, instead, "need-sensitive" admissions of the admissible pool. Given the keen competition for students nationally and within the more selective group with which we overlap for students, we do not worry about those percentages. However, our efforts must be directed to maintaining and increasing the numbers of highly-qualified applicants and insuring that our yield activities are both appropriate and productive.

The quality of the classes which have enrolled in the past decade, too, has remained high. We monitor our place among the women’s colleges and within COFHE as a whole and are aware that several of our peer institutions among the COFHE group have made strides in enrolling high-scoring students. Because SAT scores were recentered in 1996, ten- (and even five-) year comparisons are not all that informative. Over the last three years, however, the average recentered scores of enrolling students have been:

<table>
<thead>
<tr>
<th>Year</th>
<th>SAT verbal</th>
<th>SAT mathematics</th>
</tr>
</thead>
<tbody>
<tr>
<td>1996</td>
<td>664</td>
<td>623</td>
</tr>
<tr>
<td>1997</td>
<td>668</td>
<td>631</td>
</tr>
<tr>
<td>1998</td>
<td>669</td>
<td>636</td>
</tr>
</tbody>
</table>

Note, however, that the Committee on Admissions (see above, B.1.c), which sets the standards for the evaluation of applicants, has in recent years ranked standardized test scores at the lower end of the list of qualities that Bryn Mawr faculty members value in terms of academic readiness and intellectual curiosity.

Another area for admissions/enrollment management attention is to identify better ways to measure the success of our matriculants in the context of their pre-college preparation. We would like to correlate their admissions ranking with Bryn Mawr grade point averages (GPA) and their GPAs with standardized test scores, numbers of advanced placement credits attained, and other criteria associated with academic readiness, preparation, and predicted achievement. We are poised to take advantage of the validity study available through the College Board in order to do this. Further work may help us reach clearer conclusions about who enrolls and who succeeds, whether it is conducted by a consultant or by an institutional researcher, should we decide to add such a position to the College’s staff.

i. Enrollment of McBride Scholars

If Bryn Mawr were driven entirely by demographic trends, considerable programmatic changes would be made to the institutional offerings, pricing, and strategies employed in order to attract non-traditionally-aged women. We are located in an area with a proliferation of programs for returning students, priced far below our current tuition structure and often paced in a manner that better accommodates the adult learner. Our program for such students, the McBride Scholars Program, has been small and currently enrolls about 67 women of non-traditional age (see below, III.D and Appendix III:6). We have not altered course offerings or added evening or weekend classes; have only limited housing available; and have capped the amount of aid available to this group. Although considerable administrative effort has gone into the program including the appointment of a director and an admissions officer, each half-time, the McBride Scholars Program presents significant administrative, cost, and programmatic challenges to the College. Strategic planning for the McBride program is a priority.

j. Enrollment of Transfer Students

We also have had very small numbers of transfer students (see Appendix III:5a). Because of the demands of our divisional requirements for graduation, until last year transferring to Bryn Mawr was an option less available to someone hoping to arrive as a junior rather than earlier in her college career. By vote of the faculty in 1997 the requirements have been changed, enabling us more confidently and actively to recruit and ultimately to enroll larger numbers of transfer students. Strategic planning for this effort has begun in the Admissions Office, and it is likely that the strategic planning for transfers will intersect with further planning for the McBride Scholars Program. A priority of the enrollment management team is to
set goals for the McBride Scholars Program and transfer students and to integrate those goals better into the overall enrollment plan.

k. Technology in Admissions

The placing of a computer on the desk of each member of the Admissions staff occurred in FY 94. In FY 98 we were able to hire a systems support person for Admissions and Financial Aid to direct training efforts on basic software, and to help both operations and professional staff members better manipulate the pertinent databases in the College's administrative computing system. We note that although we are in the process of determining the replacement of this administrative system (i.e. AIMS; see below, Institutional Resources, IV.D), the Admissions Office has already exhausted the capabilities of AIMS to track prospects, inquiries, and applicants. Staff turnover has had an impact on how well the office utilizes its available systems. As new staff members arrive, they bring new levels of expertise learned elsewhere which have been helpful in our effort to employ the available technologies. The peculiarities of AIMS, however, make training a challenge. Although the prospect of making a transition to new administrative software involves significant challenges for Admissions and the College as a whole, we look forward to the improved ways in which a new system will support the Admissions endeavor, particularly in the areas of recruitment and enrollment management.

2. Financial Aid

a. Staffing

Since FY 96 the offices of Admissions and Financial Aid have been under the direction of one person, Nancy Monnich. In FY 98 the College launched a search for a new Director of Financial Aid, who will report to the Director of Admissions; this search is continuing in the fall of 1998. There are numerous reasons for this position. For example, the numbers of students at the College who are both applying for and receiving aid have increased by more than 5% since FY 94; families are demanding increased and more personalized attention through the financial aid process; the federal government has increased the amount of technical support required to participate in federal aid programs; and the increased competition for students requires full-time leadership in an office that is central to the enrollment of students. With the addition of a new Director, the Office will have four staff members who are administrative/professional, supported by two clerical workers.

b. Financial Aid Policies

During the 1994-95 academic year the Enrollment Management Committee proposed that Bryn Mawr abandon its practice of “admit/deny” and become “need sensitive” at the margin of the applicant pool. The Committee on Admissions, the Arts and Sciences faculty, the students and, ultimately, the Board of Trustees supported this recommendation. As a result, our communications with applicants are much clearer; they state that, if a student is admitted and in need of financial assistance, she will receive the full amount of her demonstrated need. We have publicized our policy that we are need-conscious at the margin of the applicant pool.

In an era in which merit aid prevails nationally, Bryn Mawr has continued to offer only need-based assistance to its students. In an era when preferential packaging has been used to attract certain applicants, Bryn Mawr has offered only standard packaging (grant, loan and work) to the vast majority of students. In three out of the last four years, the College has made grant aid available to students who would have only qualified otherwise for self-help (loan and work.) The yield on this group is better than for those students who qualify for no aid at all (see Appendix III:7), and we will continue this practice. The changes in financial aid policy adopted by Princeton, Stanford, and Yale in 1998 and the ripple effect of that move on our direct competition, challenge us to examine our current policies in the context of a budget that is already high. We are returning approximately 35% of our tuition revenue to financial aid, a percentage which is slightly higher than the average of the COFHE group and which must be watched carefully (see below, Institutional Resources, IV.E passim, especially IV.E.2). For FY 99 and the first time in five years, the financial aid budget was increased by less than 5% and it appears that we are on target for FY 99. Whether we can continue to hold to 5% the annual percentage increase in the amount of aid available to
enroll new students is not assured, given the strategies employed by other institutions who are now using aid for enrollment purposes. Statistics on financial aid may be found in the appendices as follows: a) for a ten-year history of grants held by the freshman class, see Appendix III:5b; b) for a five-year history of the sources of grant aid and loans, see Appendix III: 8; c) for financial aid data in the context of the College’s operating budgets from FY 88 through FY 98, see Appendices IV: 16 and 17; d) for financial aid and budget projections for FY 00 through FY 04, see Appendices IV:28 and 29.

c. Technology in Financial Aid

The College participates in the services of the College Scholarship Service and, in FY 97, purchased its software product, Powerfaids, to replace a homegrown database system for needs analysis. The transition has been slow, meeting with both hardware and staff resistance. Yet the new systems support person should enable us move forward on this front, together with considerable training and re-training efforts. The financial aid landscape and the requirements for paperless reporting have moved faster than we at Bryn Mawr have; but additional resources committed in FY 98 and FY 99 give us the ability to progress.

d. Enrollment Management

The concept of enrollment management was introduced to Bryn Mawr in 1993, when the President formed an Enrollment Management Committee. That group (the Director of Admissions, Director of Public Information, the Treasurer, the Dean of the Undergraduate College, and the Director of Financial Aid) worked steadily over a period of three years to help in the restructuring of the Admissions and Financial Aid offices, examined our financial aid policies, recommended we move to a need-conscious policy, and attended to issues of class size and financial aid commitments. A new President and changes in the senior administration allow us to reexamine the context of enrollment management and to lay out the issues at the College. Having achieved substantially higher numbers of first-year students, the issues for enrollment management now include retention, diversity within the student body, examination of the McBride Scholars Program, strengthening the transfer admissions program, sustaining the quality of the applicant pool, and reevaluating our financial aid policies.

C. The Office of the Undergraduate Dean and Student Advising

The Dean of the Undergraduate College, Karen Tidmarsh, and six associate and assistant deans take primary responsibility for the welfare of undergraduate students. The structure of the Dean’s Office, which does academic as well as personal advising and works closely with the Curriculum Committee, the Residential Life Office and the Health Center, enables the deans to view students’ lives as integrated wholes in which problems and concerns do not divide neatly into “academic” and “other” categories. Each student is assigned to a dean alphabetically and continues with the same dean throughout her four years, unless she makes a special request to change the assignment. Until a student selects a major at the end of her second year, the dean is her primary advisor for both academic and personal matters. During the orientation period, new students meet with their dean several times to select their initial set of courses; after that first series of meetings the dean signs off on their pre-registration and on the final, confirmed registration for each semester. In addition, students are encouraged to consult their dean when they are in difficulty or are unclear about where else they might turn for advice. The deans then refer students to faculty members, counselors of various sorts, career development advisors, and other appropriate resources. Faculty members, parents, and hall advisors often call a student’s dean when they are concerned about academic performance or more personal issues, so the dean develops a fairly complete picture of a student’s behavior when there are reasons for concern. Once a student selects a major, she is assigned a faculty member in that department to serve as her major advisor. Faculty members do a great deal of informal counseling while students are deciding about the selection of a major (see above, Academic Programs I.B.5.e).

It is unusual in a small college to have the formal faculty advising wait until the student selects a major and to have deans doing much of the advising for the first two years. While the deans have quite heavy advising loads (typically 300 students) and cannot know each advisee as well as a faculty member might who has only a few assigned advisees, there are some significant advantages to this system for us. Since the deans spend most of their time advising students, they develop a range of experience and a degree
of expertise which is hard for anyone who advises only a few students at a time to acquire. The deans meet
together several times a week to discuss concerns and can easily get advice on difficult issues and guarantee
a fairly high level of consistency in the quality and nature of advising within the office. Faculty members
who do not feel comfortable delving into a student's health or personal problems find it helpful to be able
to refer students to their deans when such issues begin to interfere with their academic performance.

In addition to the general advising of the undergraduates, particularly in the first two years, the
Dean's Office coordinates study abroad advising, support for students with suspected or confirmed learning
disabilities, peer tutoring, and study skills instruction. The Director of the Writing Center reports jointly
to the Dean and to the chair of the English Department. The deans also advise pre-law students, students
seeking national and international fellowships, direct orientation programs for new students, and coordinate
the OWLS program which enlists faculty and staff members in helping students adjust in the first year.
The Dean oversees and works closely with the Registrar's Office, Career Development, the Health Center
and Counseling Service, Athletics and Physical Education, Residential Life and Student Social
Programming, International Student Advising, Health Professions Advising, and the Office for Community
Service. The deans work closely with a wide range of offices on campus and see themselves as advocates
for the students and their concerns.

**D. Katharine E. McBride Scholars**

One of the most challenging efforts of the past decade has been the development of the Katharine E.
McBride Scholars Program for women beyond traditional college age. This program was begun on a very
small scale in the early 1980s as part of the Division of Special Studies. The program had a director who
was responsible for the selection and advising of the students, but in this structure both the director and the
McBrides themselves were fairly isolated from the Undergraduate College as a whole. Unlike other
populations served by the Division of Special Studies (e.g. Post-Baccalaureate Premedical students and
continuing education students), the McBride Scholars were--after application and admission as transfer
students--degree candidates, but not until 1989 were they eligible for financial aid from the College. This
made the program inaccessible to many highly-qualified applicants; thus the decision to create a financial
aid program for these women was an important one for the program and the College. Once aid was
available, it became clear that admitting the students as at least provisionally-matriculated students was
necessary if they were to be eligible for government-sponsored loans. It was felt that admission as
provisionally-matriculated students allowed the special admissions committee devoted to this program to
take more significant risks in admission and to waive some of the testing and other evidence required for
admission of traditional students. By 1993, however, the advantages of having the students admitted and
advised in an office separate from the regular admissions and advising offices for the Undergraduate College
were seen to be outweighed by the disadvantages. McBride Scholars expressed the feeling that they were
less than a full part of the College, and complained that the advising they received in the Division prior to
their full matriculation was different from and inconsistent with the advising they received after
matriculation; and that having to apply for full matriculation after studying at Bryn Mawr for several years
was cumbersome and devastating for those to whom it was denied. Therefore, in 1994, when the Division
of General Studies (renamed from the Division of Special Studies) was abolished by vote of the General
Faculty, responsibility for the admission and advising of McBride Scholars was shifted. The McBrides
were to be admitted as fully-matriculated students by a special subcommittee of the Committee on
Admissions and advised by the director of their program who would meet regularly with the other deans of
the Undergraduate College.

These structural changes in the place of the McBride Scholars Program within the College have
come about along with other changes in policy as we have learned better what the needs of students beyond
traditional college age are, particularly in a primarily residential college such as Bryn Mawr. From the
start it has been seen as important to allow these students to take as partial a course load as they wanted to,
depending on their financial constraints and commitments to jobs or families. They have always begun
their studies by taking a seminar specially designed for and restricted to McBrides, but in all other courses
they have been "mainstreamed". Space limitations within the College have made it difficult to provide a
place for McBrides to gather between classes or to have lunch, although several locations have been tried.
Batten House, a small cooperative residence, has served as a residential space for those who want to live on
campus and prefer not to live in the regular undergraduate halls. Batten has the capacity to house about a
dozen students, offers kitchen facilities and has, in the past, met a need, although since only five students are currently choosing to live there, its appropriateness must be reexamined. Some students would like to see year-round housing available to McBride Scholars, and that issue is under consideration.

Currently, the most serious complaints about the McBride Scholars Program from its students seem to focus on financial aid issues. The policies by which aid is distributed need review. Although we no longer allow traditional age students to matriculate who need but have been denied financial aid, we have allowed McBrides to do so. This has enabled some to complete their degrees supported by loans and jobs, but it has set up an impossible situation for many others. While it has been a struggle for both the McBride Scholars themselves and for Bryn Mawr to learn about the special needs of this population and to meet them appropriately, and while there are still critical issues to resolve in the area of financial support, there is no question that the program has been a successful one for the students and for the College as a whole. McBride scholars have added to the diversity of the community, and they are disproportionately represented among those receiving academic honors.

**E. Diversity Issues in the Undergraduate College**

We are committed to making the community, its decisions, practices, and policies inclusive of and supportive of the students and all members of the faculty and staff. Within the undergraduate student body, as noted at the outset, the numbers of students of African-American, Latina/Hispanic and Native American heritage are too few to prevent these students from feeling isolated on campus. Moreover, and much as we would like not to have to state it, instances of both overt and unintended racism do occur on campus. The Director of the Office of Institutional Diversity, Zoila Airall, and the programs the Office initiates, coordinates, and supports, are critical to Bryn Mawr's efforts to address the full range of diversity issues within the community. Here we focus on those which involve undergraduates; see below,\footnote{\textit{Institutional Resources, IV.3}, for a general description of the Office and its programs.} for a general description of the Office and its programs.

Many students of color begin their Bryn College careers by participating in a week-long program, the Tri-College Summer Institute, which precedes the freshman orientation program \textit{per se}. The Institute, which enrolls 25 students of color from each of the three cooperating colleges, offers participants an introduction to campus life, to one another, and to the development of leadership skills. A key part of the program deals with issues students may confront on campus, issues of racism, prejudice, and internal oppression, and attempts to provide the skills they may need to deal effectively with these issues. In conjunction with colleagues from Haverford and Swarthmore Colleges, the Director of the Office of Institutional Diversity has responsibility for the design and administration of the Institute, which rotates annually among the three campuses.

Orientation for freshmen is called Customs Week, but Customs programs extend, in fact, beyond the first days of each academic year. Students participate in a variety of meetings, the purpose of which is to orient them to community standards and expectations and the "traditions" of the College. A key ingredient of initial Customs Week programming is a pluralism training effort, led jointly by the Director of the Office of Institutional Diversity and the Undergraduate Dean's Office. The Customs Week pluralism training sessions provide an introductory education focused on considerations of prejudice and issues of race, ethnicity, gender, sexual orientation, age, and religion. Throughout the students' college careers, we expect this education in pluralism and diversity to continue. Workshops and speakers--for students and other members of the community, alike--help foster awareness of and sensitivity to diversity issues in a multicultural community.

We have a wide array of cultural groups, including the Asian Student Association; the Association of International Students; the Bryn Mawr African and Caribbean-African Student Organization; Barkada, for Filipina women; Mujeres; Sisterhood; South Asian Women; and the Rainbow Alliance, for lesbian and bi-sexual women. These student cultural groups are supported in an administrative sense through the Office of Institutional Diversity. Its Director, assisted in recent years by a group of cultural advisors, helped to coordinate programs for the students and advocate for their interests. Initiated and funded in the 1990s by a $100,000 grant from the Hewlett Foundation to develop educational diversity programs, the cultural advising program has drawn recently on general College funds. Since 1996-97 the cultural advisors have participated in monthly planning meetings to discuss concerns, designed
collaborative programs, and provided mutual support to one another. Monthly meetings of the governing boards of each of the cultural groups with the Director of the Office of Institutional Diversity provide the opportunity for ongoing discussion and review of concerns. Although in 1996-97 much of the substance of those meetings was devoted to issues of communication, the development of leadership skills, and dealing with oppression, the cultural groups came together to present a week of diversity awareness programs for the community which included lectures, group discussions, panel presentations and musical performances. The success of the week-long program was a turning point for the cultural groups, for they began to understand the power they had in joining together. In their second year, 1997-98, the governing board named itself Common Ground, advocated for a meeting space in the basement of the main administration building, and began functioning more as an organization to encourage and promote student activism.

Several issues were the focus of discussion that began in Common Ground meetings, such as the student desire for an Ethnic Studies major, the need to repair Perry House (the African-American residence and Cultural Center), the loss of a faculty position devoted to Africana Studies (which had been funded by an external grant), the recruitment of a Cultural Studies/Latina/Hispanic assistant professor in the English Department, and particular issues of insensitivity on this campus toward lesbian and bi-sexual women. In each case, members of the administration, faculty, and students came together to address the concerns, giving evidence that Common Ground had become an important forum for concerns among students.

F. International Student Advising

A Director of International Student Advising works with students to plan the orientation for entering international students and offers them advice and assistance with issues around visas, taxes, and planning for vacations and employment. She also supports the activities of the International Students Organization and advises other administrative offices on the special concerns of students from other countries and cultures.

G. The Self-Government Association

The Self-Government Association (SGA), of which all undergraduates are members, was chartered by the Board of Trustees during the College's first decade. See also below, Governance VI.E.1. That charter gave students complete responsibility for many aspects of their lives at Bryn Mawr. The SGA provides a framework to legislate and mediate in matters of social and personal conduct. Students share with the faculty the responsibility for the administration of the Academic Honor Code and they take full responsibility for the Social Honor Code (see below). Sub-committees of the SGA include the Student Curriculum Committee, which meets regularly with the Faculty Curriculum Committee to discuss a range of curricular issues; the Residence Council, which works with College staff to help improve residential life, and dozens of others. The SGA also coordinates the activities of numerous clubs, allocating via its student finance committee some $100,000 annually to 55 groups on campus. In addition, the SGA treasurer cooperates with her counterpart at Haverford to determine budgets for bi-college organizations. Approximately $66,000 is now distributed to the 46 recognized bi-college clubs.

The Executive Board of SGA consists of an elected president, vice-president, treasurer, secretary, and the head of the Honor Board. The Executive Board meets regularly to review community concerns and plan Assembly meetings reflecting these concerns. The SGA conducts most of its business through its Assembly, which is comprised of approximately 40 elected members. They meet every Sunday night. In this open forum, students (and, occasionally, administrators) present and discuss current campus issues. Such discussion serves as the primary link to the larger community. The Assembly's legislative role includes approving the budget, approving appointed positions, and voting on students' motions and initiatives.

Although the Assembly is composed of elected officers, a large number of SGA-appointed students operate outside the Assembly. Chaired by the SGA vice-president, the Appointments Committee interviews candidates for more than 25 different committees, ranging from the plenary planning committee to the film series committee. Bryn Mawr's Self-Government thus supports a sizable body of both elected and appointed positions. SGA funds the College's Traditions: Parade Night, Lantern Night, Hell Week and May Day. Traditions mistresses are elected each spring and are members of the Assembly.
The most important annual SGA event is Plenary. At Plenary, the Constitution and Honor Code are re-ratified. Plenary meetings provide a venue for students to make suggestions to both the administration and the larger community regarding current policies and to propose changes to the Constitution and Honor Code. In recent years, recommendations have been made about the curriculum, on-campus recycling efforts, and athletic programming.

During FY 98 the Assembly addressed student life concerns in both the academic and social realms. Projects included assessing space assignments on campus, reviewing policies on sign-posting and alcohol, and creation of the Ethnic Studies committee. To discuss concerns regarding student relations, the Assembly invited the leaders of numerous cultural groups to an SGA meeting. The Assembly feels that it is imperative to integrate cultural organizations and their concerns into the Assembly discussions. Recognizing the growth in the size of the undergraduate population, students are fiercely committed to retaining the advantages of a small community.

Currently, SGA is attempting to increase participation in student government by stimulating greater discussion in the dormitories. Its Executive Board has attempted to increase publicity for weekly meetings and has extended more formal invitations to students who have expressed active interest in particular discussion items. Despite such efforts to ensure greater representation, many elections continue to attract few candidates. This is partly because there are so many different leadership positions available and students choose to take leadership in different realms. Voter turnout has been increasing, largely as a result of the efforts of SGA, led by the election heads. In addition, SGA is attempting to improve the connection between student organizations and public reporting in response to concerns about accountability voiced by members of the Assembly.

H. The Honor Code

The Honor Code is central to the social and academic lives of Bryn Mawr undergraduates. It embodies the high degree of trust and responsibility the College vests in its students. Whereas the responsibility for administering the Academic Honor Code is shared with the faculty, the Social Honor Code is entirely administered by the ten student members of the Honor Board, who are elected by their peers. They are joined for hearings by three members drawn from the student body at large.

The Social Honor Board is the primary judicial system for resolution of conflicts among undergraduate students. In recent years, a mediation program has been developed which provides trained student mediators to help deal with conflicts which involved students cannot themselves resolve. Most situations brought to the attention of the Honor Board are first referred to the student mediators. Only if the mediators’ efforts fail is a hearing before the Honor Board scheduled. The Social Honor Code dictates that conflicts should be resolved by a student “confronting” the person or persons whose behavior has offended her in some way. While “confrontation” sounds adversarial and is intimidating to many students, it is intended to be a civil and direct discussion of the behavior in question. When this approach is effective, it leads to better understanding on the parts of those involved of each other’s viewpoints and to agreement on a resolution. Although it is difficult in a relatively large and diverse community to make a system function which depends on individual initiative and responsibility rather than rules, the Social Honor Code is cited by alumnae as one of the most important aspects of their Bryn Mawr education. Attempting to deal responsibly, directly, and openly with others is an ideal which is useful far beyond the college years. Helping students to educate one another about the fundamental values which the Honor Code represents and about how to make it work so that it is neither too precious nor too difficult is, however, a continuing challenge.

The Academic Honor Code is administered by the student members of the Honor Board, joined by the Dean of the Undergraduate College and three faculty members. Hearings are held when infractions are reported by students themselves, who are often asked to do so by a faculty member or another student. The Academic Honor Code allows students a number of privileges which they value, including self-scheduled examinations in many courses, take-home quizzes and examinations, and a general atmosphere of trust in academic matters. The last, in particular, helps support the unusual degree of collegiality which exists between the students and the faculty. Both students and faculty members believe that the Honor System functions quite well. In fact, a study conducted in 1990 by David McCabe of the Graduate School...
Still, the number of infractions for which hearings were held increased dramatically last year and better education is clearly needed about what plagiarism is and why it matters. As students do more and more research on the Internet, we need to be addressing the issues this medium presents.

I. Residential Life

Residential life is central to our mission to the undergraduate experience. The Director of Residential Life, who reports to the Undergraduate Dean, oversees life in the dormitories. Over 95% of our undergraduates live in College residences, primarily in traditional residence halls. The traditional residence hall structure provides an atmosphere conducive to personal and academic growth, for students live and learn with students of diverse interests, backgrounds, and experiences. All four classes are represented in each of the halls, providing models for appropriate community behavior to younger students and mentoring opportunities for older students. In both senior exit interviews and surveys conducted by COFHE, students cite the friendships maintained through community living and the traditions sustained in the halls as some of the most meaningful experiences at Bryn Mawr.

Bryn Mawr’s tradition of student self-governance is essential to the goals of the residential life program. Students are expected to participate in establishing community standards in the halls and to hold themselves and others accountable for their actions in the spirit of the Social Honor Code. These high expectations for citizenship are supported by the leadership of dormitory officers and Residential Life staff members and dorm representatives. That leadership is comprised of elected hall officers, appointed hall advisors and appointed customs people. Dorm presidents serve to organize hall meetings and social events. Dorm vice-presidents comprise the Residence Council which plays a key role in advising the administrators on students’ priorities for the residence halls and in setting residence hall policies. Hall advisers (HAs) guide students through the process of negotiating their differences and finding solutions to their own problems rather than enforcing specific rules of behavior. Customs people, upperclass students who are selected and trained by the Customs Week Committee which is responsible for the period of freshmen orientation, provide support to clusters of freshmen in each hall. These “Customs groups” become a very important focus of activities, advice, and friendships for most entering students, especially in the first few weeks.

Since 1988 our residence options have changed to keep pace with enrollment goals. The overall undergraduate residential capacity is projected to increase by over 6% between September 1988 and September 1999. Renovations in Merion, Pembroke East, and Rockefeller have provided--and renovations under way in Rhoads will provide--additional student bedrooms. Students interested in more independent living arrangements may reside in the Haverford College Apartments and, beginning in September 1999, in the Glenmede Main House, located a quarter mile from the central campus, which has served as a graduate student residence. These new options have been added to meet the demand for housing, which now exceeds what the traditional dorms can provide. Since 1994, Batten House has been set aside as the residence for McBride Scholars. Over this same period of time, we have committed ourselves to addressing deferred maintenance in the residence halls (see below, Facilities, V.B). While addressing that range of needs, a defining principle of these renovations has been to maintain the architectural integrity of the buildings, for their architecture is one of the distinctive and most treasured aspects of the College.

The expansion of bedroom space has been accomplished without sacrificing the common space essential to the community spirit of the residence halls, but it has required an increase in the density of many student bedrooms. Some of the smaller “smokers” have also been converted to student rooms. Approximately 70% of Bryn Mawr students, including 50% of sophomores and 10% of freshmen, continue to enjoy single rooms and upper-class suites consisting of two bedrooms and a common area. A few students in doubles reside in spaces which provide separate rooms for study and sleep, and approximately 25% of first-year students reside in former upper-class suites occupied by three students. Our housing options are typically well-reviewed in commercial college guides, on admissions tours, and in senior exit interviews. This generation of college students arrives at the residence halls with little prior experience of sharing a room and family cars full of computers, printers, TVs and VCRs, refrigerators and other perceived necessities. It is important that the College recognize these changing expectations in its enrollment projects and its renovation plans.
The last ten years have also been marked by the successful growth of the hall adviser (HA) program. 1988 marked the transition from a residential life program staffed by graduate student wardens to one staffed by undergraduate peer advisers. The hall adviser program serves as one of the primary leadership opportunities for students at the College, and the application process is competitive. Roughly twice as many students apply every year as there are positions. HAs cite both personal development and increased understanding of College programs and resources as primary sources of satisfaction in their role. HAs are expected to provide frequent opportunities for hall interaction, be proactive in the resolution of hall problems, knowledgeable of College resources, and impartial listeners. HAs are an integral part of the College's support network and work closely and directly with Deans, the Health Center, Public Safety, Facilities Services, and the Office of Institutional Diversity. The hall adviser staff represents the diversity of the student body and works as a team to support one another. HAs are supervised by the Residential Life staff and participate in weekly support group meetings with an area director and a member of the counseling center staff, monthly in-service training opportunities, and a January retreat. All HAs complete an intensive five-day training program in August on a wide variety of topics including conflict resolution, pluralism, alcohol and drug issues, and emergency procedures. They receive a stipend of $1,500 a year, which is meant to free them of the need for other work-study employment.

The last ten years have seen a sharp decline in interest in the Residence Exchange with Haverford on both campuses. Having peaked at approximately 100 students from both schools in 1980, the program now attracts only a dozen students. As possible explanations for this change, students cite the enrollment of women at Haverford where all dorms are now coeducational, a decrease in bi-college extracurricular activities and a more conscious choice of and commitment to a women's college on the part of Bryn Mawr students.

In 1994 the Director of Residential Life convened a committee of faculty members, students, and administrators to evaluate the Haffner Language House as a language immersion program. The committee proposed renaming the program the Haffner Language and Culture House and supported a model for Haffner based on co-curricular cultural activities and cross-cultural learning to supplement language learning in the classroom. Under the leadership of the newly created position of Haffner Programming Coordinator, Haffner has seen a resurgence in international activities, faculty involvement, and student interest.

The OWLs (Orientation Workshop Leaders) program was established in 1992 to bring faculty members and staff mentors into the customs experience and to provide a structure to extend freshmen orientation through the first semester. Each year a committee of students, deans, and OWLs meets to identify those topics which the members feel need attention, including both adjustment issues and social activities. At its best, the program enables freshmen to meet informally with a faculty or staff member, often over a meal or during a field trip or service project.

Students and housing administrators share the goal of maintaining the level of safety in the residence halls. Current College policy is that all residence halls, except the four which require public access to a dining hall, are secured twenty-four hours a day, but this and other measures have not ended the concern. The increase in non-residential uses of residential space has tended to diminish the sense of privacy in the halls and created security concerns. Students and Residential Life staff members believe that providing appropriate club and activity space in a campus building dedicated to student use would alleviate the demands on residence hall space. Students also feel that a key card system would increase their sense of safety in the halls. We have looked into such systems in a preliminary manner. Commitment to a plan for introducing key card access needs to be a priority for facilities planning.

### J. Social Life and the Campus Community

Complaints about the quality and variety of the social life are endemic to women’s college campuses (perhaps all campuses) and Bryn Mawr is certainly an easy target, given its image as a very serious academic community. Over the past decade efforts have been made to help students in planning and offering a lively program of social events. A position for a Coordinator of Social Activities was added to the Student Life Staff in FY 88. The position title has been renamed Director of Student Social Programming and will be somewhat redefined in 1998-99 following the resignation of a long-term staff member.
member. The Director works with student social committees and other organizations to plan events, book visiting artists and entertainers, and coordinate campus supports for these activities. Administrative support has made it easier for students to achieve some of their goals for social activities on campus, but it has not solved all of the problems. Some of the most successful events and activities, historically and now, are community- and family-oriented. Holiday activities, such as Halloween Trick or Treating, Breakfast with Santa, and the Easter Egg Hunt for children of the faculty and staff, require considerable help from the staff, but they elicit a great deal of student involvement and are also very much appreciated by the children and parents drawn to them. College Traditions, such as Lantern Night, Hell Week, and May Day are among the most important and inclusive events of the year and are enjoyed by a great majority of the students. They function to create and reinforce a sense of community in powerful ways, and Bryn Mawr is fortunate to have them.

Parties tend to be small and private, but whatever their size, they are complicated by the issues of drug and alcohol use and abuse. Because we are a women's college, our drug and alcohol issues exist on a relatively small scale. Other factors which contain these problems are the lack of fraternities and sororities within the bi-college community and the nature of the students who choose to come to this college. Still, drug and alcohol abuse exists, and each year a few students must be taken to the hospital because of alcohol poisoning. These incidents are frightening and worrisome, and efforts to address them by providing better education and alternatives to parties at which alcohol is served are—and should be—ongoing.

Students would like to see more large scale events involving well-known bands and entertainers occurring on campus. Efforts to achieve this on the student level have not been successful in recent years, and the hope is that better coordination on a tri-college basis will bear results. This cooperation involves having appropriate staff members help students plan activities on each of the three campuses and launching an on-line tri-college events calendar to make schedules readily accessible to all members of the three communities. Planning for such a calendar is under way, coordinated by the Provost. Each campus has a lively and successful arts series, but we could do more to reach out to the other campuses for these events. Better coordination would give students a clearer sense of the array of opportunities available to them. Similarly, helping students to know about the opportunities available in Philadelphia and making it easy for them to get there would increase their choices significantly. Some find out about orchestra, ballet, theater, film, and museums from the Arts Program faculty or on their own and need no encouragement, but others need considerable help to take advantage of what is available.

K. The Arts

Many students are involved in co-curricular programs in the arts. Some are professionally directed, such as the bi-college vocal groups, Chorale and Chamber Singers, the bi-college Orchestra, all based at Haverford, and the bi-college Theater and Dance programs, both based at Bryn Mawr. In addition, many students perform in student-directed a cappella groups, theater programs, and chamber music ensembles. Several literary magazines are published each year, and all are entirely student-run. With numbers of initiatives in the arts increasing every year, spaces in which to rehearse and perform are at a premium. Goodhart Hall houses the Theater Program and is the performance space for Dance. It is too large a hall to be ideal for many student productions, and it is always booked. Smaller, student-directed performances often take place in residence hall public spaces or, when possible, at outdoor sites.

The College sponsors a very well-attended Performing Arts Series which brings professional performances to campus. The series attracts large numbers from off-campus, and tickets are sometimes given to local school groups as well. The Women Writers series sponsors readings and workshops throughout the year.

L. Athletics and Physical Education

The Department of Physical Education has experienced considerable change since the last Middle States review. The name has been changed to indicate the increased emphasis on varsity-level competition for our athletes. When our former league was discontinued, we joined the newly-formed Centennial Conference. Partly to help prepare our athletes for a higher level of competition, and partly to meet a need
for the whole community, we created a Fitness Center in the gymnasium. It has drawn increased numbers of the faculty and staff, as has the April Challenge program, a "friendly competition" among administrative departments. While we have not changed the graduation requirement of eight quarters of Physical Education credit, we have introduced considerable flexibility into the ways the requirement can be satisfied. Finally, student interest in "club sports" such as rugby and crew (rather than those played in our conference) and in moving the track club to varsity team status have created new challenges for the department and the College. Each of these significant changes will be discussed below.

The Centennial Conference was begun in 1992 by Bryn Mawr and ten other institutions which shared a goal of providing challenging athletic competition without forcing students to sacrifice their commitment to academic work. We are the only women's college in the conference and one of the smallest members. The level of competition is high for us; although our teams have had moderate successes, they have typically finished toward the bottom of the league. Recruiting strong coaches and strong athletes is critical to improving our performance and making the competition more satisfying for students. Still, most of our teams have improved in their standing in Seven Sisters Tournaments, another important set of competitions for us, so it is clear that more progress has been made than would appear solely from our Centennial Conference rankings.

Due to a combination of factors, including inadequate recruitment and the academic demands of Bryn Mawr, many teams are lacking in depth and skill. Two new club sports, rugby and crew, are very successful teams and have encouraged many students to get involved in athletics who might otherwise not have done so. They have also, however, drawn athletes away from some of the varsity teams. There is a sense that we are stretched too thin, but there are no easy solutions to these concerns. If the conference teams were more successful, athletes might return to them from some of the club sports, but that is hard to achieve with participation as low as it currently is in some sports. More successful recruitment of scholar-athletes would go a long way toward addressing this problem. As numbers of athletes and sports grow, however, we will need additional facilities. Those that we now have are heavily used. We need a track, but lack land suitable for construction of one. Sharing Haverford’s may enable us to have a varsity track program, but other facilities needs will have to be solved on this campus.

The Physical Education requirement for graduation has become quite useful as a way to motivate students to take courses such as Wellness, which emphasizes the importance of nutrition, exercise, and responsible choices in maintaining one's health. Students may also earn credits toward that requirement by attending seminars on time management and study skills and workshops which educate students about alcohol and drug abuse. The possibility of earning credit motivates students to take time for such programs.

M. The Health Center and Counseling Services

We maintain a 24-hour Health Center. It is staffed by nurses around the clock and the physician Medical Director and the residents she supervises during the day. Inpatient facilities, which are not heavily used, are available for students who may be too ill to stay in the residence halls but not sufficiently ill to be hospitalized. Because many students come from great distances, sending them home when they are ill is often not possible. Night nurses are essential, for without resident adults in the halls, the nurse on duty is an important resource for students who become very upset at night, and who need to be kept safe as contacts are made to counselors, physicians, or other appropriate professionals. As more students with serious chronic diseases, including cancer, asthma, and cystic fibrosis, are able to attend residential colleges like Bryn Mawr, a professionally-staffed health facility on campus is critical.

In the past year and in response to complaints from some lesbians and students of color about insensitive treatment at the Health Center or by counselors, a number of meetings have been held with students, Cultural Advisors, and deans to discuss the issues raised and to develop strategies for opening better communications with groups of students who are likely to feel misunderstood in the Health or Counseling Centers. These efforts have been well-received, and it will be important to follow them up with continued outreach.
The Counseling Service is heavily used by students. It relies on part-time professionals (usually five) and two to four interns from both the Graduate School of Social Work and Social Research and local medical schools. Each student is entitled to six free visits with a counselor annually; about a third take advantage of this service. Students needing more than six visits are charged on a sliding scale geared to their ability to pay. The counselors consult regularly with deans and are heavily involved in residential life. Each week three counselors meet with groups of hall advisers. This practice enables them to hear early and directly from students about problematic situations or individuals in the residence halls and to advise the students when immediate intervention is needed.

N. Community Service and Fieldwork and Environmental Internships

Community service activities, which have been an important part of Bryn Mawr undergraduate life throughout our history, gained much-needed support and visibility in September 1997 when we established a Community Service Office. A professional director, assisted by interns from the Graduate School of Social Work and Social Research and from the undergraduate student body, works to seek out and develop community service opportunities, publicize them on campus and to offer better training and support to students who decide to do community service. An annual service day each fall introduces freshmen to community service activities. Five projects were developed during 1997-98, and a database including many others was begun for students with particular interests in additional projects. The sponsored projects included the America Reads Challenge, the Girls Empowerment Project (for middle school-age girls), a Habitat for Humanity Faculty-Staff-Student Work Day, the annual Community Service Day, and the Welfare Document Translation Project (in conjunction with the Philadelphia Bar Foundation). To facilitate involvement, the office provides travel reimbursements to individual volunteers and awards mini-grants to selected group projects. Training series for the Girls Empowerment Project and the America Reads Challenge Program were modeled on the integrative seminars and skills workshops included in the Social Work curriculum. Increased outreach is planned for 1998-99, for we recognize that greater support and training has enabled more and more satisfying outreach by undergraduate students.

In the fall of 1997 we established an Environmental Internship Office, funded by the institutional grant from the Pew Charitable Trusts. The office’s part-time director is responsible for collecting and publishing information on summer internships and graduate programs in environmental studies, coordinating those internships, and helping to coordinate and publicize a wide array of “green” activities and initiatives, both academic and non-academic, involving students and members of the faculty and staff. In 1997-98 the office sponsored an environmental fair for all members of the community. Students and staff members have collaborated on such “green” initiatives as purchasing appropriate products for campus dining centers, residence halls, and offices, and disposing of wastes, toxic and otherwise, within an environmental framework. These activities and opportunities complement new courses on toxicology, environmental economics, comparative social movements, political ecology, printmaking, and environmental health, offered under the aegis of the Environmental Sciences concentration and/or in a range of instructional departments. As a part of the new course on printmaking, the Fine Arts studio has become “green;” the printmaking instructor, aided by a student intern, has enhanced her knowledge of materials and techniques, and transmitted this knowledge to her students. Further crossovers between academic and non-academic domains are evident in the work of the Grounds department, where student groups have assisted the director and campus horticulturist, to reduce pesticide use on campus and attend to specific campus habitats (see below, Facilities, V.B.3). Further, in summer 1998, a student intern assisted the Occupational and Environmental Safety Officer, gaining hands-on experience in environmental safety issues on- and off-campus and using the campus itself as an integral part of her learning environment.

O. Career Development

Now in its 14th year as a bi-college endeavor, the Career Development Office (CDO) has a single director, but associate directors and other staff on each campus. As its programs and services have evolved, the structure continues to serve career development interests of the two colleges’ students and alumnae/i well. Individual and group career counseling remain the core of CDO services, with both students and alumnae/i preferring a one-on-one approach. CDO procedures, hours, and programs are designed to suit
ever-busier students. In recent years, the content or nature of counseling has changed significantly. Today CDO professionals see themselves as information brokers as much as career counselors.

Advances in technology have dramatically increased the amount of detailed information available and the speed with which it can be delivered. In 1993 only the recruiting coordinator and the secretaries had and used computers. Today, technology is integral to the work of the CDO. Students can access CDO newsletters and databases via the campus network. Using electronic mail, students and alumnae/i studying and working here and abroad engage in what CDO calls "e-mail counseling." Job postings are transmitted from an alumna/us or other employer contact to the CDO and to student/alumnae/i candidates. Alumnae/i listserves provide forums for career discussions and job search networking. The CDO Website provides further information and is expected to replace paper publications entirely. To assist it in keeping pace with technological innovations and enhance its services, CDO is reviewing joining or developing consortia-created and -managed databases. Ongoing training for staff in the use, development, and management of Web-based information is essential.

In the early 1990s, the CDO developed a volunteer career advisor/peer advising program, which has proven to be a highly successful tool for outreach, easing staff workload in some areas of basic advising, and providing useful feedback. Trained for three days prior to the start of the school year, career advisors provide initial résumé critiques and orientation to CDO resources. In addition, they staff the office one night a week and on Sunday afternoons to extend services.

To advance placement activities, the CDO continues to have strong relations with a substantial group of employers; uses alumnae/i connections; résumé referral services; and works within various consortia to extend its array of services. The current healthy job market brings 50 - 60 organizations to campus for recruiting and helps account for growth in the résumé referral services. Successful results with bi-college résumé referral candidates frequently lead employers to become involved in the on- and off-campus interview programs. Alumnae/i connections remain the mainstay of CDO's relationships with employers who consider Bryn Mawr College candidates, from both the for-profit and not-for-profit sectors. And as new businesses grow in the current economic climate, CDO makes efforts to identify and build relationships with our own alumnae/i entrepreneurs. Similarly, participation in an array of cooperative and consortial efforts has provided greater opportunities for students to interview with employers and, in the case of the Selective Liberal Arts Consortium (SLAC), to sponsor and support a half-time professional administrator to coordinate these recruiting events. Various other consortia of colleges sponsor career fairs for not-for-profit careers.

Some current challenges for the CDO include developing stronger relationships with faculty as a way of furthering the office's objectives, coping with limited space and equipment, and extending the support for alumnae/i. The CDO would also like to find ways to adjust its work load and/or increase its staffing resources to allow for more staff development, time for research, and web-management activities.

**P. Summary and Issues**

Approximately two-thirds of each senior class participates in individual exit interviews conducted by members of the faculty and staff. The summarized results of those surveys from 1987 through 1995 are in Appendix III:9. We also attach a summary of the 1994 COFHE Senior Survey (Appendix III:10) and a post-baccalaureate summary, which represents the activity during their first year after graduation of Bryn Mawr's classes of 1987 through 1996 (Appendix III:11). Senior exit interviews provide important information on student attitudes about their overall experience at the College, and about specific offices and programs. The results, presented in summarized and anonymous form, are widely shared and have caused significant change in some areas. The survey is being revised this year to provide more precise and useful data and to eliminate some questions which are redundant.

The data from senior exit interviews and surveys indicate a quite high degree of student satisfaction with their experience at Bryn Mawr. Not surprisingly, satisfaction with the academic program, with Bryn Mawr's status as a women's college, and with relationships with faculty tend to be highest. Satisfaction with social life, the arts and athletics programs, and specific academic and administrative departments is much lower.
In comparing the members of the Class of 1994 with their peers at the other COFHE institutions which participated in the survey, we see some significant differences. A far higher percentage of our students participate in student government than is average for this group of schools (51% vs. 19%). 66% of our students report participation in programs designed to increase racial and cultural awareness, while the average for the group of institutions as a whole was 37%. The 50% at Bryn Mawr indicating satisfaction with social life was low compared with the group average of 68%. Our students reported fewer hours partying and more studying than the group average. Our seniors in 1994 were significantly more satisfied with the quality of instruction, the size of their classes and the climate for minorities than were their peers. They were much less satisfied with recreational and athletic opportunities and with cultural offerings on campus than were the other groups of students as a whole. All of this is consistent with what our students tell us in more informal ways.

While there are areas which clearly need work, it is heartening to see that Bryn Mawr students report significantly greater personal and intellectual gains than their peers in this study. They see themselves as having acquired more skills and knowledge, more self-esteem and confidence, more ability to synthesize ideas and information, more ability to relate to different types of people, greater self-understanding, and more ability to function independently than do their peers. This suggests that students believe that they are achieving many of the goals which Bryn Mawr wants most for its graduates. This is, and should be, a source of pride and satisfaction to faculty, staff, and students alike.

Without losing sight of that significant success where it matters most, we must continue to address areas of challenge and concern in the Undergraduate College. These are:

• to continue to attract and retain an able and diverse group of students while keeping financial aid manageable;

• to address the broad range of diversity issues, including increasing the numbers of individuals from minority groups on campus and their involvement in and satisfaction with the opportunities the College offers;

• to improve opportunities for relaxation and satisfaction with social and cultural life on campus through our own and better coordinated tri-college planning;

• to continue the enhancement of Athletics and Physical Education programming and opportunities for students within the resources available.
CHAPTER IV

INSTITUTIONAL RESOURCES AND SUPPORT

This chapter is divided into sections on the staff, the alumnae, institutional advancement (i.e. fund-raising, public information, community relations), administrative information systems, financial resources, our budget priorities and processes, and inter-institutional ties. Several of the sub-sections end with a summary statement of issues specific to that area. The chapter concludes with a set of issues to which we must devote attention.

A. Staff

1. Overview

In the spring of 1998, the College employed 509 full and part-time staff members in approximately 287 distinct positions. See Appendix IV:1 for a survey of the allocation of budgeted positions in FY 88, 93, and 98. The role of the staff is to provide services and support to both academic and non-academic programs.

There are three broad job categories: administrative/professional (A/P), clerical/technical (C/T), and service/crafts (S/C). Administrative/professional staff are defined as exempt employees under the regulations of the Fair Labor Standards Act and are paid on a monthly basis. Clerical/technical and service/crafts staff employees are defined as non-exempt. They are paid an hourly wage for each hour worked and receive payment on a bi-weekly basis. Definitions of job categories and the numbers of staff in each category may be found in Appendix IV:2.

2. Staff Association

We view the staff as a vital constituency of the community and actively support an open dialogue between staff members and the administration. An important link between the administration and the employees of the College is Staff Association. Formed in 1974, the Staff Association provides lines of communication among staff members, the administration, and other groups of the Bryn Mawr College community. It provides a forum for discussion of College policies, procedures, and conditions of employment, and a means for taking constructive action. Staff Association members are represented on key College committees and are invited by the Board of Trustees to attend its quarterly meetings. Fuller discussion of the Staff Association is found below, Governance, VI.D.

3. Diversity and Affirmative Action

We are committed to ensuring equal employment opportunity in all employment decisions. The Director of the Office of Institutional Diversity (Zoila Airall) and the Director of Personnel Services (Karen Snyder) monitor the College’s efforts in these areas, and report annually to the Affirmative Action Advisory Board and to Senior Administrative Staff. These Directors meet on a regular basis to discuss issues of campus diversity and to plan strategies and implement programming. One result has been a revision of the new employee orientation program to include a workshop on diversity. The Director of the Office of Institutional Diversity regularly presents programming for all staff through the College’s staff development program.

We will continue our efforts to diversify the non-teaching workforce; however, recruitment and retention of minority staff members for professional, technical, clerical and skilled positions will continue to be challenges faced by the institution. The Directors of Institutional Diversity and Personnel Services work together to formulate more effective future strategies. Appendix IV:3 provides diversity statistics for the College staff.

A new Institutional Diversity Advisory Council, led by the Director of the Office of Institutional Diversity, with membership drawn from the faculty and staff, began working together in June 1998 to
design programs to further the mission of educating the campus community on issues relating to diversity. The Council is scheduled to make a preliminary report in June 1999.

4. Staff Development

We are committed to making available a variety of professional and personal development opportunities. We have an active Staff Training Committee, comprised of administrators, staff members and representatives from the Staff Association. Each semester, the committee offers a series of programs, addressing topics such as supervisory training, technical skill-based training, and work/life issues. Appendix IV:4 provides a listing of course offerings. Training in digital technologies is much in demand by members of the staff and administration; we seek to provide such training opportunities on a regular basis to facilitate work. We engage outside computer software training specialists to offer on-site and off-site programs designed to train staff in software programs supported by Computing Services. In addition, HTML workshops offered by the Instructional Technology Team are open to faculty secretaries and other staff members.

Staff members are eligible to participate in the tuition remission program. Staff members may take one undergraduate course per semester at either Haverford or Bryn Mawr College. Once they apply to and are admitted by either of our two graduate schools, staff members may also take a limited number of courses (up to six in GSAS or 10 in SWSR). Part-time staff members receive a pro-rated benefit.

Each year we sponsor one or two members of the administrative/professional staff to attend the Summer Institute for Women in Higher Education Administration. This four-week summer program provides training in the management and governance of colleges and universities. In addition, we make available annually a limited amount of funding to enable staff members to travel to professional conferences and meetings.

Staff members have expressed a desire for an expanded scope of professional development opportunities, particularly in the form of funding for course work, seminars and workshops offered externally. The extension of such opportunities to a broader range of staff members has been requested and funded for the current year. We will continue to review this program. In FY 98, some staff members expressed their concerns about the quality of management skills exhibited by some of the supervisory staff. In response, and in conjunction with her peers at Haverford and Swarthmore Colleges, the Director of Personnel Services is writing a proposal for a tri-college supervisory training program, modeled after the successful program instituted by the Five College Consortium in Massachusetts.

5. College Ombuds Program

Early in 1999, we are initiating an Ombuds Office, which is to be an independent, impartial and confidential resource to facilitate conflict resolution within the College. Working in concert with members of the staff and faculty, the Office will help disputing parties create a satisfactory process within which they may resolve their differences. It will also help educate the community about the benefits of effective conflict management. See Appendix IV:5 for the draft mission statement for the Ombuds Program. A comprehensive resource for all types of disputes within the College, the Ombuds Office is expected to offer recommendations to the President on both conflict resolution and, where appropriate, College policy. The Honor Code (see above, Student Affairs, III.H) will continue to be the vehicle for resolving conflicts among students, but this new program will provide a better means than we have had to work out difficulties between students and staff members and students and faculty members.

6. Compensation and Benefits

We strive to maintain a competitive level of compensation and benefits for all staff positions. Beginning in 1987-1988, we began an aggressive effort to achieve and maintain competitive wages. Professional consultants were engaged to identify benchmark positions and create standardized paygrades. An annual review of both the local labor market and a range of peer institutions permits us to adjust salaries when necessary and within budgetary limitations. Recent improvements in the national and local economy have prompted us in FY 98 to engage the services of Watson Wyatt Worldwide, Inc. to conduct an outside review of the local labor market and make recommendations for additional salary adjustments as well as
future compensation strategies. This project began in December 1997 and a final report was received in August 1998. The study did indicate that pay rates in the local labor market and in other colleges had increased. For the 1998-99 academic year, we have therefore increased pay by a total of $315,000 in order to bring our pay rates in line with the market (see below, E.1.d).

In FY 93, as a result of escalating health insurance costs, we instituted a committee to review health insurance, with representation from the Trustees, administration, faculty and staff. The committee was originally charged with creating a strategy that would permit us to continue to offer affordable health plan options. Its first action was to expand plan options to include a Preferred Provider Organization (PPO) and a Point of Service Plan (POS). Later, it lobbied successfully for the College’s inclusion in Pennsylvania Area Independent Schools Insurance Group (PAISIG), as a result of which we were able to realize dramatic savings in our health insurance costs and to pass along these savings to our employees in the form of lower employee contributions for health insurance premiums.

In the spring of 1994, when the Agenda for the Future task force reports were published, the staff task force recommended that we do more to equalize benefits. The Trustee Committee undertook a comparison of staff and faculty benefits to explore possible options. Two notable changes resulted: (a) the elimination of the one-year waiting period for contributions to the defined contribution pension plan, and (b) implementation of a tuition grant program for children of staff members.

Prior to FY 97, only for those new employees who had an existing TIAA/CREF pension contract, would we make contributions from the start of their employment. This approach primarily benefited faculty and more senior level administrators. Others were required to have a one-year waiting period. Effective June 1997, however, the College contribution begins on the first day of the month following the first six months of employment and is retroactive to the first of the month following the employee’s date of hire. The additional cost to the institution is estimated at $150,000 annually.

The second major improvement to the benefits package was the implementation of a tuition grant program. Previously only faculty members had been eligible for this benefit. To be eligible for tuition grants, employees must be at least half-time and have an FTE of .50 or higher and seven years of service at the time an eligible child enrolls for an academic year. The benefit provides approximately half tuition for the equivalent of two children (sixteen semesters’ enrollment) for each eligible employee. The additional cost to the institution is estimated at $250,000 annually.

The Trustee Benefits Committee continues its charge, with an expanded focus on all employee benefits. It has approved and--we have instituted--several new policies, enhancements to existing programs and new benefit programs listed in Appendix IV:6. Employee handbooks provide detailed information about the benefits plans and are available in the Library of Materials. Staff members remain active in the review of benefit plans.

7. Personnel Information

Personnel Services often finds it difficult to keep its information for College employees up-to-date and distribute it comprehensively and in a timely manner. Likewise, for employees, Personnel information is often hard to access. To help resolve this situation, we plan to make as much official College information, such as personnel policies, handbooks, and job postings, available electronically on the Web, and in paper format in designated locations for those employees who lack daily computer and Web access. In addition, the Office of Public Information plans to publish a newsletter for distribution to all members of the faculty and staff to enhance communications about College events, policies, procedures and news and to further a sense of community. This newsletter will complement the Staff Association’s Banner, a monthly publication (see below, Governance, VLD).
B. Alumnae/Alumni

1. Introduction

The Alumnae Association of Bryn Mawr College was incorporated by the alumnae in 1897 to further the interests and the general welfare of the College and to maintain and advance the cause of higher education. Although the bulk of its operating budget is provided by the College, the Alumnae Association is a separately incorporated, tax-exempt organization. As of September 1998, Bryn Mawr has 20,589 living alumnae/i. Appendix IV:7 offers selected statistics on the alumnae/i; further data are available in the Library of Materials. Guided by an Executive Board of elected officers, the Alumnae Association is organized into eleven districts, or regional groups; ten are in the United States and one is for international alumnae/i. Each regional group is headed by a councillor and has numerous clubs, each headed by a president. The Alumnae Association nominates six alumnae/i to serve on the College’s Board of Trustees. The President of the Alumnae Association is an ex officio member of the Board of Trustees.

In July 1991, recognizing that a majority of the College’s undergraduate alumnae had graduated within the past two decades, and that the Alumnae Association’s traditional role needed re-examination, the Executive Board commissioned Barbara Luton of Thunder Bay Associates to assess and evaluate the Association, its programs, structure, processes, and relationship with the College in the light of its mission, and to make recommendations for its future. The study, known as the Luton Report, made recommendations for change in four major areas (leadership, programs, volunteers, and administration), which were reviewed by a committee of the Executive Board. The major activity identified for action was the reorganization of the Alumnae Association office, an effort which took several years to implement. The Alumnae Office is staffed by 5.6 FTE administrative professionals and 4.6 clerical support staff. Its Executive Director since June 1996, Leslie Friedman, has resigned, effective December 1998. A search for her replacement is underway.

Two other major areas which are now the focus of the Association’s 1997 - 1999 strategic planning effort are programs and volunteers. The difficulty in recruiting a broad base of volunteers to fill the positions in the Association continues, and the complexity of the organization and the content of volunteer jobs have not yet been addressed. Nor is there a process in place for the periodic review of programs to ensure that they meet the objectives of connecting alumnae/i with each other and the College and that the Association’s programs make maximum use of the limited resources available. In putting together its strategic plan, the Alumnae Association affirms the importance of sustaining a strong partnership with the College while maintaining its independence. The Association’s mission of connecting alumnae/i to the College and with each other guides the decisions made in the planning process. The Association must also keep its financial stability in focus at all times. The goals of the strategic planning process are listed in Appendix IV:8.

2. Programs

Association staff and volunteers currently focus on supporting a range of programs that support the theme of “Connections, Careers and Continuing Education,” many of which are briefly described below.

a. Connections

¶ The Alumnae Bulletin is an independent publication sent to every alumna/us free of charge. For most alumnae/i, it is the primary means of receiving information about the College, the Association and other alumnae/i. An editor and assistant editor, aided by an editorial board composed of alumnae/i volunteers who act as commissioning editors, produce four issues annually.

¶ Nearly 700 alumnae admissions representatives around the country interview prospective students, represent Bryn Mawr at local college fairs, and coordinate meetings to introduce the College and current undergraduates to local high school students.

¶ The Association strives to foster meaningful connections with current undergraduate and graduate students. The Alumnae Student Committee sponsors career networking and hospitality programs for each undergraduate class; the Association invites students to speak with alumnae/i, particularly for
professional advice or career search assistance. The Association sponsors an emergency loan program. One staff member works with graduate students to develop programs to support and encourage their professional pursuits.

¶ To support alumnae/i who live abroad, some 50 Bryn Mawr Clubs around the world bring alumnae/i together for social, intellectual, scholarship fundraising and career programs.

¶ Electronic communication has vastly advanced the Association's ability to connect with alumnae/i and for them to connect with one another. The Association offers a generic e-mail address to which anyone can address inquiries or send information; an "e-mail for life" forwarding program; a listserv; and a Website with an on-line edition of the *Alumnae Bulletin* and a listing of events around the globe. The Association maintains a computerized database and individual paper files on every alumna/us. As a result of dedicated maintenance efforts, accurate lists, labels and reports for a variety of constituencies and purposes can be prepared within 48 hours.

¶ The Association's largest annual event is Reunion weekend, attended by nearly 28% of each reuniting class. Varied programming is essential to appeal to the wide range of ages represented. In addition, the Association makes special efforts to involve alumnae/i of the graduate schools by holding reunion symposia tailored to a specific field of study. Recent programs have focused on translation and the 20th anniversary of the Master’s of Law and Social Policy program.

¶ An Office of International Initiatives was established in 1995 in part to keep in touch with the 7% of alumnae/i who live outside the United States. We have sponsored three regional conferences--in the Philippines, Tokyo and Istanbul--each of which has been stimulating and well attended. Elizabeth Vermey, the former Director of Admissions and present Director of International Initiatives, will retire in the summer of 1999, and the College is currently formulating a plan to distribute the functions of this office among other departments on campus.

b. Careers

¶ Since June 1995, in response to alumnae/i requests, the Association, and subsequently the College, have provided funding for a part-time alumnae/i career counselor.

¶ Volunteer career development representatives are active in six major cities in the United States to provide local support for alumnae/i exploring career changes, undertaking job searches, or who wish to conduct informational interviews.

¶ The Association, in conjunction with the Career Development Office, offers alumnae/i reasonably-priced career workshops and networking events staged around the country for those interested in making professional connections, re-entering the work force, or re-evaluating their careers.

c. Continuing Education

¶ A Visiting Faculty Program enables alumnae/i to keep current with the College’s educational mission and current issues on campus through lectures and visits by members of the faculty, whose travel costs are supported by the Association. The Association's travel program provides a continuing education opportunity led by a faculty member or an alumna/us with appropriate professional credentials. Taking place away from campus at interesting locations, these programs are designed to have significant intellectual components.

¶ Alumnae Council, the key annual volunteer leadership training program, seeks to train volunteers on how to accomplish their volunteer mission. A goal is to equip them with leadership skills transferable to other positions both within and outside the Association.

¶ To help meet the financial needs of local students who attend the College, the Alumnae Regional Scholars Program raises money from alumnae/i and others by operating regional used bookstores, annual appeals, special benefits, and a bed-and-breakfast network. In addition to providing scholarships, the program now offers $2,000 awards to rising juniors who wish to pursue their own projects. The
Association hopes this special award program will assist retention and the Association’s visibility on campus.

3. Issues for the Future

Although the hundred-plus-year-old Alumnae Association is strong, it is not without its concerns for the future. These include:

- the need to update the Association’s strategic plan in conjunction with the Association’s Executive Board so that the focus is on those efforts which deliver unique services;
- the ability to provide clearly-defined volunteer jobs and adequate staffing support for busy alumnae/i, who retain an interest in the College, but have limited time for supporting that interest;
- finding new ways of generating income for the Alumnae Regional Scholarship Fund to offset the decrease in net income generated by the Association’s bookstores;
- addressing the different set of needs that younger alumnae/i have and the increasing workload in the records maintenance of an increasing and more mobile alumnae/i body;
- making the best use of electronic capabilities to offer value-added services in a streamlined manner;
- more effective marketing of existing programs for alumnae/i and students;
- enhancing collaborative working relationships with offices on campus.

C. Institutional Advancement

In the fall of 1997, we decided to integrate a number of administrative functions under the direction of a Chief Advancement Officer; the functions include fundraising, publications, media relations, Board relations, and community relations. Donna Wiley, a member of the administration since 1978, Director of Resources since 1986, and Secretary of the College since 1995, has served as the first Chief Advancement Officer. Prior to 1997 the fundraising and publications/media relations functions had reported directly to the President. Community relations had been managed informally by the President and her staff. The Secretary of the College had been a position in the President’s Office to support the Board of Trustees. (NB. Ms. Wiley has resigned, effective December 1998, and a search for her replacement is underway.) Our hope is that this new structure will enable a group of senior professional staff in the advancement area to work—together with the senior Admissions staff—to develop and promote a clearly-articulated institutional image. The Alumnae Association (see above) works cooperatively with the advancement functions of the College. Reports on the fundraising, public information and community relations endeavors follow:

1. Fundraising

The Resources Office is responsible for all private fundraising for the College, with the exception of the Alumnae Regional Scholarship Program, described above, (IV.B). It is also responsible for the receipt, processing and recording of all gifts to the College and the establishment of new fund accounts. Private gifts have averaged $18 million per year over the last ten years (see Appendix IV:9). The cost of the fundraising program has averaged 6-7% over the last ten years, a figure that compares favorably with the national average for colleges and universities of 16%. The Office has been led by Donna Wiley since 1985; the new Chief Advancement Officer will initiate the search for a new Director of Resources. Resources has thirteen professional staff members and 9.75 FTE clerical staff members. Six program directors, responsible for the Annual Fund and Reunion Giving, Major Gifts, Foundation and Corporate Programs, Bequests and Deferred Giving, Development Operations, and Special Projects (events and publications), report to the Director of Resources.
a. The Annual Fund

The Annual Fund, which includes current, unrestricted gifts from undergraduate alumnae, graduate alumnae/i, and current and past parents, has maintained a healthy rate of growth over the last ten years, having averaged 7.3% per year growth while inflation averaged 3.8% per year (Appendix IV:10). This growth has depended largely on increased support from the undergraduate alumnae, whose average gift has increased from $325 in 1988-89 to $456 in 1997-98. Participation during that period has fluctuated between 39% and 46%. The Graduate Fund has generally held steady, providing 5-6% of the total Annual Fund; the rate of participation of graduate alumnae/i has fallen from 22% to 17%. This decline has no direct correlation with the closing of specific graduate programs. Parents’ giving, never strong at Bryn Mawr, provided 4.8% of the total Annual Fund last year.

Two major changes to the Annual Fund strategy have been put into place during the past ten years. In 1994, the volunteer Annual Fund Committee revised the class collector structure, through which approximately 650 alumnae volunteers were mailed individual appeals to personalize and forward to class members in the spring of each year. This system required increasingly unproductive levels of staff support; staff members were occupied throughout the year with the need to recruit and train replacement volunteers. Further, over one-third of the volunteers never mailed the appeals on to the prospective donors (as self-reported by the volunteers). Our new system, which has been a vast improvement, calls for two chairs for each class who draft a letter to their classmates for insertion in the first appeal of the year. All appeals are now mailed directly from the College. Further, we have replaced the previous system of single-night, volunteer-staffed phonathons held in various locations around the East Coast for which turnout was decreasing and calls completed were very low. Instead, we have reworked the student phonathon program initiated during the Campaign for Bryn Mawr (see below, e) to serve as an Annual Fund phonathon. This program yielded 10.8% of the total Annual Fund in 1997-98.

b. Deferred Gifts and Bequests

Bequests and deferred gifts are a very important source of our funds, having provided 40% of total gift income over the last ten years. This is the result of a concerted effort that began in the 1950s to secure bequest intentions, complemented by a deferred giving program initiated in the late 1960s and formalized in the mid 1980s. Bequests received during the last ten years include the largest single gift ever received by the College, a bequest of $11,004,458 from Harvey Wexler, the friend of an alumna, with whom we began to converse in 1991. A total of 15 other bequests of $1,000,000 or more have been realized since 1987. We have recently moved both our two pooled funds (1993) and our gift annuity program (1996) to State Street Bank in Boston, which is now managing more than $14 million of our assets, comprising about 340 individual deferred gifts and 14 separately managed trusts.

c. Foundation and Corporate Support

The opportunities for foundation and corporate grants to small liberal arts colleges have, over the past ten years, diminished as traditional sources of support (such as Bristol-Myers Squibb, the Exxon Education Foundation, and the Surdna Foundation) have shifted their focus and reduced or excluded direct support to higher education. Some sources, previously inclined to offer grants of unrestricted operating support, have moved to underwrite specific projects or programs, often solicited through detailed requests for proposals. These changes mean that less institutional grant support is available for our operating budget. However, we continue to compete successfully for grants, and the foundation/corporate staff in the Resources Office works closely and successfully with both faculty members and academic administrators toward that end. A list of major grants received since 1988 is included as Appendix IV:11.

d. Stewardship Program

We send annual or biennial reports, including a description of progress made in the area of interest and the current market value of the fund, to 538 donors and family members associated with 380 of our more than 1,100 endowed funds. This is an integral component of the fundraising program and yields a steady stream of additional gifts. The stewardship program also grows each year as we establish new endowed funds. Because our present administrative information system (i.e. AIMS, see below, IV.D) is
not capable of producing a consolidated stewardship report appropriate for managing this program, we are working to develop a separate database that can be updated directly from AIMS.

e. The Campaign for Bryn Mawr

The Campaign for Bryn Mawr, which had a goal of $75 million and achieved just under $92 million in gifts and pledges, was the major focus of the fundraising program for the first half of the last decade. Preliminary planning began in 1988; we began to count gifts in June 1989; and the public phase of the Campaign ran from March 1991 through December 1993. The Campaign Case Statement and final Campaign report are available in the Library of Materials. The Campaign for Bryn Mawr followed closely upon the Centennial Campaign, which concluded in 1985. Its design depended upon that of earlier model in some respects, but structure and strategy were amended in several significant ways, as described below.

§ Following a year-long effort to ascertain College priorities through a series of interviews with faculty members, staff members and administration, and Trustees, the administration developed a list of preliminary Campaign goals and supporting documents. The Resources Office then held presidential consultation dinners, in which prospective major donors were invited to events, held in the homes of Trustees or key volunteers, to meet with the President and Director of Resources to discuss their reactions to the preliminary document. A follow-up questionnaire and final report helped to clarify their individual and group reactions to the plan.

§ At the same time, an attitudinal questionnaire was mailed to all alumnae/i in conjunction with the Alumnae Association mailing for an alumnae directory in 1990. Responses were entered directly into the individual biographical records; a summary report was also published in the Alumnae Bulletin.

§ A number of modifications were made to the Alumni/Development module of AIMS, enabling the production of research profiles from AIMS that combined core biographical and gift record data with free-form information. Although this system now seems cumbersome given recent developments in computer capabilities, it served us well throughout the Campaign.

§ We ran a comprehensive rating and screening program, through which more than 500 volunteers met in more than 40 locations across the country to review lists of alumnae in their age range and geographic region, rating their interest in the College and giving capacity. The data gleaned through this program, all of which was entered in the central database, was crucial to our subsequent campaign strategy.

§ The Campaign was organized into three solicitation bases: major gifts prospects, approximately 5% of the total pool, each of whom was cultivated and solicited according to an individual calendar developed to achieve the maximum gift results; regional campaigns, through which volunteers were recruited to solicit gifts of $5,000-$50,000 in fourteen campaign regions; and the general appeal, which solicited gifts to the Campaign through the student phonathon program developed for this purpose.

§ The Campaign goals included two major facilities projects: a major renovation and extension of the science complex, and a new art and archaeology library. The receipt of a Kresge Foundation challenge for the science project, coupled with the extended reworking of plans for the new library, meant that the Campaign concentrated heavily on the science project in its first two years and switched to the library in its final year (and beyond). This yielded interesting information, in that we learned that donors responded to our appeals for programmatic support irrespective of their own undergraduate majors and/or current career interests, particularly with the impetus of an outside challenge grant.

Campaign gift results are included as Appendices IV:12, 13, and 14. Trustees gave 17% of the Campaign total, a figure low in comparison to many campaigns, but reflective in part of the diversity of professions and wealth represented on the our Board. Bequests and deferred gifts accounted for 35% of the total. Gifts for the area of student support, most of which were designated for scholarships, exceeded by far their original projection.
f. Post-Campaign Fundraising

As the Resources Office looked forward to the final year of the Campaign, the original goal having been reached, the staff developed a strategy to overcome a drop in Annual Giving experienced during the Campaign. This drop was attributed to the decision, which was reached as a result of strong volunteer sentiment well into Campaign planning, to solicit every alumna by telephone for a specific Campaign gift. The original plan had been to solicit the lowest level of donors to increase their annual fund gifts in the context of the Campaign. The Trustees Challenge in 1993-94 promised an additional $100,000 from the Trustees, i.e. over and above their previous gifts, if specific levels of overall gifts, undergraduate participation, and increased gifts were achieved. This was an enormous success.

At the close of the Campaign, the College had received $8.6 million in gifts designated for the art and archaeology library, a success in relation to the original goal of $8 million for the project. In the meantime, however, the scope of the project had increased significantly and its costs had doubled. A concerted effort in the year spanning the close of the Campaign yielded a final figure of $11.6 million raised by May 1994.

Finally, when President McPherson announced her plans to resign, after 19 years in the presidency, a major drive to solicit funds in her honor was launched. The McPherson Fund for Excellence drive was structured as a mini-campaign throughout the 1996-97 year. We solicited Trustees, assembled a large volunteer committee, prepared individual proposals for a group of lead donors, and appealed to the entire constituency in the spring of 1997 (having decided to wait until well into the year so as not to conflict with the Annual Fund). We had set a target of $2.5 million for the effort, but did not publish that goal externally, having heard warnings of low levels of response to other honorific efforts. Gifts to date exceed $3 million, a heartening inter-campaign response.

g. Concerns for the Future and Strategic Directions

We are in the earliest phases of making plans for the next major capital campaign. The Resources Office staff has begun the preliminary planning stage with a consultant. Top potential donors have been identified and the outline of a campaign schedule, strategic plan, and budget are being developed in the fall of 1998. Both the Middle States Self-Study process and a planning process which will be undertaken in the second semester of the current academic year will be instrumental in shaping the goals for that campaign, which will be defined during the year 1999-2000. The fleshing out of a detailed campaign plan will be a primary responsibility of the new Chief Advancement Officer.

Meanwhile, we are mindful of the following:

- Gifts to Bryn Mawr College continue to be high in proportion to the size of the alumnae/i body and the level of enrollment. However, we have relied heavily on older donors and are concerned about a relatively low level of giving from successful professional alumnae/i who graduated in the 1960s and 1970s. We have organized several cultivation programs, both on- and off-campus, aimed at this group and have added a major gifts officer to the staff to work directly with this constituency.

- We need to develop a sophisticated, multi-tiered cultivation and solicitation program aimed at other aspects of our constituency (graduate alumnae/i and parents) analogous to that in place for the undergraduate alumnae and to correct for some missed opportunities. (NB. the Dean of the Undergraduate College launched in 1996 a new, cooperative program of parent relations, bringing together the Admissions, Career Development, Public Information, and Resources Offices, which is showing good results in general parent relations. We are optimistic that it will support improved fundraising as well.) We have been cautious about launching a program of visits and solicitations to alumnae abroad, although we are making some initial steps in that direction.

- Finally, as traditional corporate sources of support have diminished, we have been slow to investigate possible alternates, either in the form of direct support from newer corporate sources or the involvement of entrepreneurs in the Delaware Valley. It is not clear what opportunities there may be for a small college for women, but we should be investigating possibilities.
2. Public Information

Our Public Information Office, which has five staff members, is responsible for coordinating our media relations and publications. Since July 1998, Gail Tatum has been the Director. Public Information is centrally involved in discussions within the community which involve our image and message as it is presented to both internal and external constituencies. New emphases within the Office include providing editorial assistance and advice to offices and departments and bettering relations with the neighboring community. With the advent of its relocation in the new "gateway" building (see below, chapter V.C.3.), Public Information will take on the role of welcoming and providing information to visitors to the campus. Major tasks undertaken over the past ten years include a central involvement in the 1993 campus visit of President Bill Clinton, which yielded a great deal of visibility and positive coverage in the media. Beginning in 1991-92, the Office has worked hard to achieve stronger in-house desktop publishing skills and, more recently, to develop HTML-language abilities so that it could coordinate, oversee, and design many of the College's early Web pages.

a. Publications

Publications at the College have been produced in several different ways over the past ten years. A number are written and produced by the Public Information Office, in consultation with other offices on campus (Bryn Mawr Now, Bryn Mawr in the News, the College's catalogues, the internal Finding List, and the Bryn Mawr Parents Newsletter). Others (including all publications of the Resources Office, the Graduate School of Social Work and Social Research, the Arts Program, Conferences and Events, Special Academic Programs, the Child Study Institute, etc.) are conceived and written in those offices, with Public Information either serving as the contact with an outside designer or undertaking the desktop design and layout functions.

On a different level, although we had made good progress ten years ago in achieving a unified stationery style and clear guidelines about the consistent use of a College logo in a variety of formats campus-wide, it has more recently been the case that various offices and programs are producing materials that differ greatly in style. The lack of a consistent graphic image is symptomatic of the overall need to strengthen coordination and consultation about our publications. A major objective for the future will be to bring together those responsible directly for publications aimed at overlapping audiences, particularly for publications mailed to the alumnae/i and parents, to develop strategies together for comprehensive coverage of major College issues. Public Information has begun to work more closely with the Admissions Office and the Alumnae Association than had been the case in the previous decade. With respect to Admissions, in particular, concerted attention needed to be brought to this most crucial "face" of the College.

b. Electronic media

Like all colleges and universities, we face the challenge of how best to represent ourselves in an electronic medium, i.e. via the College's Web pages. An Assistant Director of Public Information has taken responsibility for maintaining the College's home page, primarily by adapting current publications for that purpose, and for establishing links to pages created by different administrative and academic departments and individual faculty members, as appropriate. In FY 96, an ad hoc representative committee developed a Web policy for the College, drawing a distinction between "official" pages (i.e. those created and maintained by Public Information) and "unofficial" pages, created and maintained by departments and individuals. The committee's recommendations about the form and content of unofficial pages were received collegially and implemented. However, now, with the growth of Web use at the College, we are confronting a new generation of issues. We need to update our official home page, which was initially designed for prospective students, making it and our other Web publications useful for and readily accessible to a wide range of constituencies. Moreover, we need to resolve the complexities in navigating departmental and individual Webpages. A group of administrators is currently reviewing and addressing design and basic content issues for the official pages. They are also discussing the redesign of the Web server directory tree, the implementation of which will be the responsibility of an additional staff member in Computing Services.
c. Media relations

In the mid-1980s, we had entered into a relationship with a public relations firm experienced in working with colleges and universities to increase media visibility. When that relationship ended in 1989, the Public Information Office worked on its own to make these media placements, and used, too, the Profnet information service through which reporters post requests for campus "experts" to comment on issues of general interest. Although Profnet yielded a large number of College placements in a variety of publications across the country, it has required a relatively high staff effort. We need to examine new ways to get occasional national placements about the College, on topics of direct relevance to admissions, and on other strategic concerns.

3. Community Relations

We recognize the need for a more focused program of community relations for the College, both because of recent points of contention with the local government, described below, and in response to the general problem of public skepticism about higher education and higher educational institutions. The development of this program will be an important focus for the new Director of Public Information.

In the spring of 1995, Lower Merion Township challenged the tax-exempt status of numerous charitable institutions because they had not agreed to give the Township annual payments based on their respective real estate assessments. The challenges were withdrawn when a Pennsylvania court followed a long line of cases and upheld Washington and Jefferson College's tax-exempt status as a "purely public charity" and ruled that the City of Washington could not tax it.

After much discussion, nine institutions on the Main Line (five independent schools and four colleges), including Bryn Mawr, collectively reaffirmed a commitment to playing an active and productive role and showing appreciation and support for services provided by the Township. The nine institutions established The Foundation for Community Service, whose sole purpose is "to further its service to the local communities". The foundation uses contributions from its founding institutions to make distributions to state or local governments, including Lower Merion Township, to help ensure essential governmental or community support service and to permit the institutions to address community needs. In calendar 1997 the Foundation contributed $100,000 to the fire and police departments and to educational programs in the Township.

In 1997 the Supreme Court of Pennsylvania affirmed the Washington and Jefferson case and the Pennsylvania Legislature passed HB 55, which reinforces the charitable nature of institutions like ours and provides significant protection against challenges to our charitable status. While we welcome those very positive developments, our desire to be good neighbors and to show our support for the Township has not diminished, and we will continue to make distributions through the Foundation to address community needs.

We have had difficulty in securing zoning and other necessary approvals to proceed with major building projects in recent years. This is, in part, because the Township has raised its level of concern about environmental issues such as water run-off and, in part, because we had not developed and sustained positive working relationships with local legislators and Township administrators. The Director of Facilities Services and key members of his staff have begun to meet regularly with Township representatives to keep them informed as far in advance as possible of our future projects. We also need to determine a method for working more productively with our neighbors, who have not always been supportive of our building projects.

As an initial step, we have begun conversations with the local Chamber of Commerce, and hope to work more effectively with that group and other local business people. Nancy Vickers has accepted a position on the Board of a major Main Line business concern, a move that we hope will help to forge better connections locally. Jerry Berenson joined in the spring of 1998 the Bryn Mawr Stakeholders Group, which brings together local business and community leaders to work on issues of common concern.
D. Administrative Information Systems

AIMS, or the Administrative Information Management System, is the complex software system which handles most data processing services for administrative offices, including but not limited to the offices of Admissions, Financial Aid, Registrar, Personnel, Resources, Alumnae, and the Comptroller. A relational database system running on a UNIX platform, AIMS was first installed at the College in 1981 and has been modified and customized throughout the years. Concerted planning for the replacement of AIMS began in FY 98 in recognition of the fact that College required a more robust, multi-faceted, integrated (rather than relational) management information system to support a wider range of administrative functions (see above, Academic Support Services, II.M). The administrative information systems (AIS) project, a detailed, structured evaluation of fundamental College operations, began in mid-1997/98. Seven departments, which provide a representative cross-section of data-management operations, were selected for an initial round of review. Each of these offices--Admissions, Alumnae, Comptroller, the Graduate School of Social Work and Social Research, Personnel, Registrar and Resources--participated in an intensive, three-week interview, documentation and analysis process. In addition to examining how each office used the existing AIMS system, the review sought to identify and describe other essential systems (local databases, spreadsheet programs, etc.) in use, and to identify the relevant forms, procedures and policies that make up the total information management system within and among departments. The Committee on Administrative Computing, created in FY 94, is overseeing this process, but the project design and management are the responsibility of the Director of Computing Services and a full-time administrative systems projects systems analyst, whose primary responsibility is this review.

The selection of a new system is expected to be made during the 1998-99 academic year, with implementation anticipated during the three-year period of fall 1999 through spring 2002 (see Appendix IV:15). When complete, the new system is expected to support a range of functions not currently available, including being accessible to faculty members who wish to view student records and to students for on-line registration. In addition, a new system will provide archiving capabilities for data and enhance coordination between administrative offices by providing integration of data, which in the AIMS system is segregated by module. The total project is estimated at $1-2 million, a sum which includes both project management expenses and hard- and software costs; the latter may be in the $500,000 range. Whereas the project management costs have been incorporated in the operating budget since FY 98, funding for the hard- and software is in the plant fund.

E. Financial Resources and Budget Planning

1. Overview of the Past Decade

In reviewing our finances of the past decade, we have examined each of the goals for achieving financial equilibrium, stated in our 1988 Self-Study as follows:

"...Our current financial goal is to achieve financial equilibrium for Bryn Mawr, which involves

¶ keeping the budget balanced;
¶ preserving the spending power of the endowment;
¶ providing adequately for the proper maintenance and renewal of the College’s physical
facilities;
¶ keeping competitive salary levels for faculty and staff;
¶ and keeping income growing at least as quickly as expenditures."

We review each of these goals in turn below.

a. Keeping the budget balanced.

Appendix IV:16 shows the final budgets for the past ten years. Appendix IV:17 shows selected revenues and expenditure amounts in FY 88, FY 93 and FY 98.
Our operating budget has been balanced in each of the past ten years. In fact, we have had budget surpluses up to $2.8 million. In the past five years, surpluses have averaged about $700,000. We budget a contingency equal to 1% of the budget, the main purpose of which is to allow for enrollment shortfalls of up to 25 students or financial aid overexpenditures without causing a budget deficit. In those years in which enrollment and financial aid expenditures were as expected, the contingency has often been used for one-time equipment purchases. We budget salaries and benefits for all positions. Therefore, budget underexpenditures result in those years in which there have been open positions. In the past five years, this factor has been responsible for most surpluses. During three years of the five-year period, FY 88 to FY 93, the surplus exceeded $2.5 million. These large surpluses occurred when enrollments were higher than expected and endowment income was higher than projected because of very good performance of the financial markets.

The surpluses during these ten years have been transferred to the plant fund and spent on capital projects. Most of the plant fund balances have been used in this period years to fund major renovations of a dormitory and, in 1995, to fund the debt service on the bond issue which provided partial funding of the new Rhys Carpenter Library. That is, budget surpluses have been used, as debt service might be used, to fund capital projects.

Although the budget has been balanced over the past ten years, we have reason to be concerned about some of the budget increases over the ten-year period. Undergraduate tuition income totals about one-third of our total income each year and salaries and benefits approximate one-half of all expenditures. Over time, the increases in these major categories of income and expenditure have to be about the same in order for balanced budgets to result. Over this ten-year period, undergraduate tuition income increased 94% and salaries and benefits increased 99%. Although the percentage increase is about the same for compensation costs and undergraduate tuition income, we have two concerns:

¶ These increases are more than double the increase in the Consumer Price Index over this same period, which was 38%. The increase in salaries is positive in that we need to be competitive both with other Colleges and with local businesses. However, the increase in tuition, has--along with other factors--clearly affected our ability to attract students. As a result, our costs of marketing and tuition discounting (i.e. in the form of financial aid) have increased dramatically. As shown in Appendix IV:17, in this ten-year period undergraduate financial aid expenditures have increased 186% and the cost of our admissions operations has increased 111%. In other words, we have had to spend significantly more over the past ten years to enroll about the same number of students.

¶ Costs other than salaries and benefits have also increased significantly. As shown in Appendix IV:17, library expenses over this period have increased 92%, computing costs 332%, and maintenance costs (cf. renewals and replacement line) 79%. These cost increases were necessary in order for us to remain competitive with our peers. Sources of revenue other than tuition increases had to fund these cost increases. Fortunately, successful fundraising efforts and strong financial markets provided significantly increased endowment income. Endowment income increased 190% over the past ten years and is the major source of funding for the large increases in library, technology, financial aid and other costs.

¶ Graduate School of Social Work and Social Research tuition income has not been highlighted in this analysis because it does not have the affect on the overall budget that undergraduate or Graduate School of Arts and Sciences tuition income has. The Graduate School of Social Work and Social Research is a break-even program; its tuition income has no net affect on the College's operating budget. However, the situation is different in the Graduate School of Arts and Sciences, which provides financial aid to cover most of the tuition cost for its students and provides stipendiary assistance to many. Thus, it is GSAS’ total financial aid budget minus its tuition income that affects the budget. This cost has increased about $280,000 over ten years and $140,000 over five years (see Appendix IV:18). Furthermore, GSAS’ increases in net financial aid costs should be seen in the context of declining enrollments; GSAS FTE enrollments were 118 in FY 88, 90.6 in FY 93, and 58.67 in FY 98.

b. Preserving the spending power of the endowment

Our endowment consists of three types of endowment funds: true endowment funds, term endowment funds, and quasi endowment funds. True endowment funds have been given to us with the
restriction that the principal can never be spent. Term endowment funds have been given with the restriction that the principal can be spent during a specified period of time. Quasi endowment funds have been designated by the Board of Trustees to be added to the endowment and utilized in the same manner as true endowment funds. The consolidated endowment, valued at $369,098,995 as of May 31, 1998, is the portion of the endowment which supports our general operations. An additional $6,157,473 in endowment funds support some of our debt service. Approximately $218 million of the endowment is true endowment, $156 million is quasi endowment and $1 million is term endowment.

The amount of true endowment funds which may be spent for operations is limited by state law. In Pennsylvania, up to 9% of the market value of such funds may be spent annually for operations. However, we spend much less than that percentage. The purpose of an endowment is to support the College’s operations, now and in the future, in perpetuity. To ensure that endowment funds are allocated equally for both current and future operations, the Finance Committee of the Board of Trustees has set spending policies that are expected to maintain the purchasing power of the endowment, requiring that much less than 9% of the endowment be spent each year.

Planning is based on the assumption of a 7% return on the portfolio. Our goal is to add 2% annually to the endowment from gifts. Therefore, the total annual increase of the endowment market value is projected to be 9%. In order to maintain the real value of the endowment, 5% of the 9% increase can be spent, assuming that inflation is 4% annually. The endowment policy is to spend 5% of the three-year average market value of the endowment rather than to spend 5% of the current market value, thus reducing the fluctuation in the endowment spending during periods of high volatility in the financial markets.

Appendix IV:19 shows the actual gifts, returns, and spending of the endowment over the past ten years compared with the projected amounts, based upon the assumptions listed above. The endowment performance in all areas has far exceeded expectations. Over this period, gifts have exceeded projections by $62 million and the endowment return has exceeded projections by $178 million. Additional gifts and returns have resulted in additional spending of $29 million over this period. The spending power of the endowment has, in fact, more than doubled over the past ten years.

The spending power of the endowment will be maximized when investment returns are maximized. It is the objective of the Investment Subcommittee (a sub-committee of the Trustee Finance Committee) to decide asset allocation of the endowment so that the expected returns are the highest possible with an acceptable level of risk. The Investment Subcommittee carefully considers risk and return analysis in making asset allocation decisions, but the individual judgments of the subcommittee members are also important in the decision-making process. Theoretically, an optimum asset allocation policy could be derived from risk and return analysis; however, there are several reasons for carefully reviewing the results of this analysis. Implicit in risk and return analysis is the assumption that future returns of the asset classes will be similar to past returns; yet this may not always be the case. The time period of returns and the indices selected, for which expected returns and standard deviations are calculated, can significantly affect the results. Further, the available data for some of the asset classes--such as emerging markets, real estate and venture capital—may not be accurate and may not be available for a sufficient period of time. Appendix IV:20 shows the asset allocation policy as determined by the Investment Subcommittee together with model asset and actual asset allocations.

Appendix IV:21 shows the asset allocation, expected return, and actual return of the endowment for fiscal years 1986 to 1997, compared with the average of college and university endowments as presented in the annual National Association of College and University Business Officers (NACUBO) study. At the beginning of this time period, we had a much higher allocation to equities and international investments than did the average college endowment. However, our current asset allocation is fairly close to the average. Over this twelve-year period, our allocation to equities has decreased while the average college endowment allocation to equities and international investments has increased. Our endowment performance over the past ten years has been marginally better than the average performance.

c. Providing adequately for the proper maintenance and renewal of the College’s physical facilities.

Our renewals and replacement (R&R) budget has increased 79% over the past ten years compared with the CPI increase of 38%. This represents a significant, real increase in our operating budget, but it
has not been sufficient. Since FY 95, we have had to spend those budget surpluses transferred to the plant fund to supplement the R&R budget. This has enabled us to fund our highest priority projects and those projects which have been required by building codes. In FY 98, we spent $400,000 from the plant fund for projects; in FY 97 $500,000; in FY 96, $1.5 million; and in FY 95, $500,000. Therefore, if there had not been budget surpluses over the past four years, we would not have had sufficient funds for the highest priority R&R projects on campus. For a description of these projects, see Facilities, V.B.

As a very rough measure of appropriate college R&R budgets, 2% of market value is often recommended. Most schools similar to Bryn Mawr find it difficult to budget this much, but many do budget between 1.5% and 2%. Our current budget is just above 1% of market value and needs to be increased.

d. Keeping competitive salary levels for faculty and staff

§ Faculty: The College has had a goal to increase faculty salaries during the past ten years in real terms and to increase the average salaries to or near the median of a peer group of ten colleges. Comparisons of our faculty salaries with those of this peer group over this period of time are shown in Appendix IV:22. Between FY 88 and FY 98, the average faculty salary for all ranked faculty at Bryn Mawr increased by 65.5% compared with the CPI increase of 38% (see Appendix IV:22a). Retirements, promotions, and new hires change the cohort of “all ranked faculty” each year, thus it is useful to note that over the same period of time, the average salary for continuing ranked members of our faculty increased 87.6% (see Appendix IV:22b and Appendix IV:23). Peer group comparisons over this ten-year period are complicated by the fact that between FY 88 and FY 93, we used a different peer group than we have since FY 94. We made the change to focus on liberal arts colleges. In comparison with the median of the average salaries in this cohort, our average salary has increased 25.6% since FY 94, while the median of the average salaries of the peer group colleges has increased 22.3%. Thus, we have significantly increased faculty salaries in real terms during the period, but have not been able to reach the median of the peer group. For the peer group and FY 98 salaries at those institutions, see Appendix I:16.

One of the factors which makes it difficult for us to increase individual faculty salaries despite the real increase in faculty salary expenditures is the distribution of our ranked faculty. We enjoy a preponderance of full professors: in FY 88, 70 of the ranked faculty of 128 were full professors, in FY 93, 69 of 115, in FY 98, 65 of 115. As a result, it is more costly to increase significantly their salaries than it is to augment the salaries of the junior faculty. Whereas our FY 98 average ranked faculty salary was only $1,800 less than the median of the average peer group salary, the average salary for our full professors was $6,600 less than the median of the average full professorial salaries in the peer group.

§ Staff: It is our goal that the payrate for all employees with three years of service at the College be at least 100% of market. Market is the median payrate for similar positions as determined by the salary surveys in which we participate. Our goals for newer employees are as follows: at least 80% of market for new employees, at least 90% of market for employees with one year of service, and 95% of market for employees with at least two years of service. In the current fiscal year, 1998-99, we have reached this goal by adding $315,000 in market adjustments to the payrates of some positions, above and beyond the general 3% salary increase. Appendix IV:24 shows our current pay rates compared with market rates. For service/crafts employees, the actual average College payrate is 97.35% of the market midpoint. For clerical/technical positions, it is 100%. For administrative/professional employees, it is 99.68%

Appendix IV:25 shows the annual rates for both the market and general increases over the past ten years. For those positions for which there is no market adjustment, employees receive the general increase. Over the past ten years, the general increase has been 10% greater than the CPI; market adjustments have added an additional 18% to staff salaries. Overall, salaries have increased by 74%, almost double the CPI increase over that time.

e. Keeping income growing at least as quickly as expenditures

Over the past ten years, our revenues increased 93% and our expenditures increased 101%. The reason for the difference is that in the first year, FY 88, there was a larger surplus than in the final year, FY 98. Essentially, income and expenses increased by the same amount each year in order that we might have
balanced budgets. Our operating budget increased by more than double the rate of inflation over the same
ten-year period. This real rate of increase must be decreased over the next several years.

2. Future Outlook for Balanced Budgets

In considering the future outlook for balanced budgets, the following factors must be taken into account:

¶ Reaching the enrollment goal of 1,210 full-time equivalent undergraduates with only normal
increases in the financial aid budget may be difficult to achieve. (NB 1,210 has been the enrollment goal
for the past four years, based on freshman classes of 360 and replacing an earlier goal of 1,200.) In the past
two years (FY 97 and FY 98), the size of the freshman class equaled or exceeded the goal, but in FY 97
financial aid expenditures were $500,000 more than the amount budgeted. We are also experiencing a
significant increase in the number of students participating in the study away program, rising from 81
students in FY 96 to 110 students in FY 98 (see above, Academic Programs, I,B.3.b.1). Study away
reduces the number of students enrolled at the College.

¶ Because of new gifts to the endowment and the very strong financial markets over the past few
years, the proportion of the budget supported by endowment income has increased. It is unlikely that the
endowment will continue to grow at the same rate as it has during the past few years. The budget model
assumes 9% annual endowment growth, of which 7% is from investment returns and 2% from gifts. The
assumed growth is much less than the actual growth over the past several years, but returns could be much
lower if financial markets begin to perform poorly. A lower growth rate for the endowment would make it
very difficult to continue to have balanced budgets. With a 3% annual return over the next three years
rather than the assumed 7%, the amount of endowment income available for the budget would be $2
million lower than the amount in the budget plan. With a 0% return the amount available for the budget
would be $3.6 million lower (Appendix IV:26).

¶ Our Renewals and Replacement budget should be increased substantially. We have pieced
together bond issue funds, gift funds, operating budget reserves, additional program funds, and the
unexpended plant account to fund the highest priority projects over the past several years. Instead, we
should be budgeting a minimum of 1.5-2% of the market value of the physical plant each year in the
operating budget.

¶ We have increased tuition at a significantly higher rate than inflation over the past several years.
Although our costs have been increasing at a rate which is higher than inflation, the families of students are
not, themselves, experiencing income increases that are commensurate with our tuition increases. As a
result, the number of families willing and able to pay our costs is decreasing. As shown in Appendix
IV:17, undergraduate financial aid costs have increased 186% in ten years compared with a CPI increase of
38.6%. The increase in the financial aid expense has made it necessary to increase the tuition fee at a fairly
high rate, resulting in additional financial aid eligibility for many families. This relationship between
financial aid expense and fees charged is problematic. We must reduce both the rate of increase in the fees
we charge and our financial aid expenditures.

Those schools with which we compete for students have been able to decrease their rate of their
tuition increases. Currently, our tuition and fees are slightly above the median for COFHE colleges (see
Appendix IV:27). We do not want to become one of the more expensive schools in this cohort, for it
could result in lower enrollments at the College.

¶ The amount budgeted for technology has increased substantially over the last few years and will
probably continue to increase at a high rate.

¶ In FY 97, we completed a three-year plan for increasing faculty salaries. However, we fell short
of our goal to bring salaries of Assistant Professors and Associate Professors to the median of our peer
group. Despite real increases, our full professor salaries continue to be substantially below the average
professorial salary in that group. Therefore, we will have to consider another faculty salary improvement
plan so that we might increase faculty salaries at a rate higher than inflation.
We will continue to monitor staff salaries to ensure that they are competitive with similar positions in the area. We have had difficulty in filling some staff positions at the College, perhaps due to uncompetitive salaries. Depending on salary trends in the area, we may need to increase staff salaries at a rate higher than inflation. For the current year, in fact, we added $315,000 to the staff salary budget to bring our payrates in line with the local market.

Appendix IV:28 shows five-year budget projections based upon eleven sets of assumptions for the major income and expenditure categories. The Budget Subcommittee of the Board of Trustee's Finance Committee reviewed these projections along with a sensitivity analysis of the major expense and income items in the budget. As shown in Appendix IV:29, a sensitivity analysis demonstrated the following:

**Income**
1. The effect on tuition income of a one percent increase in undergraduate tuition for each of five years is $999,000.
2. The effect on tuition income of five additional undergraduate students, net of financial aid, is $84,000.
3. The effect on tuition income of five additional freshmen for each of five years, net of financial aid, is $344,000.
4. The effect on endowment income of a one percent increase in the return for each of five years is $820,000.

**Expenditures**
1. The effect on financial aid expense of an additional one percent of students receiving financial aid is $213,000 in the fifth year.
2. The effect on salary and benefits expense of an additional one percent faculty salary pool for each of five years is $740,000.
3. The effect on salary and benefits expense of an additional one percent staff salary pool for each of five years is $863,000.

After reviewing this material, the Budget Subcommittee suggested that the five-year budget projections shown in Appendix IV:30 be the basis for constructing the FY 99 annual budget.

### F. Determining the Budget Priorities of the College

#### 1. Budget Committee

A Budget Committee determines the annual budgets to be presented to the Board of Trustees for its approval each year. As traditionally constituted, the Committee consisted of administrators, including the President, the Provost and the three Deans. The Committee lacked faculty, staff, or student representation. To remedy this deficiency as of September 1998, the Budget Committee has been reconstituted as the Budget Subcommittee of the Council on Institutional Priorities (BSCIP). The Council (or CIP), which has representatives from all campus constituencies, is responsible for discussing and making recommendations to the President and the Board about issues important to the College and during FY 98, made this recommendation to amend the College's budget review procedures.

The new BSCIP will be responsible for developing the annual budget and recommending it to CIP. CIP will then propose the budget to the Board. BSCIP will also conduct an annual review of the five-year budget projections and make recommendations to CIP about the effect of budget projections on institutional priorities.
2. **Budget Committee Membership**

   It is important that this new budget process involve the views of the administration, the faculty, the staff, and the students. Thus, after careful consideration, CIP recommended that the members of the subcommittee include the President, the Provost, the Chief Advancement Officer, the Treasurer, the three Deans, two staff members, a student from each school and three faculty members (two are members of the Committee on Academic Priorities (CAP) and the Salaries and Benefits Committee; the third is one of the faculty representatives to the Board of Trustees). The College's budget officer (who is the Associate Treasurer and Comptroller) is the staff support for the BSCIP. Staff members are selected from the Staff Association and the student members are selected by each student association. To ensure effective communications between the representatives and their constituencies, representatives are expected to hold special meetings with their constituencies. After several years' experience with this new budget review process, we may need to adjust its membership, procedures, and the means of communication in order to keep this institution-based financial planning vigorous and sensitive.

3. **Construction of the Budget**

   The old Budget Committee had reviewed all items of the income budget, departmental expenditure budgets, and all requests for additional program allocations. The new BSCIP is, however, focusing on the major components of the budget, including the proposed increase in fees, endowment and gift income, anticipated enrollment figures, salary increases, benefit costs, financial aid, computing/networking needs and other equipment budgets, and the renewals and replacements budget. It is not reviewing individual departmental budgets, although it will determine a yearly percentage increase for those general operating expenses which comprise about 5% of the total (i.e. such items as postage, telephones, lectures, travel, and supplies).

   The yearly budget is being constructed within the limits set by the five-year budget model. This approach permits the BSCIP to predict the effects over time of an increase in selected major budget components over other components. Using such an approach, we anticipate that we will avoid making decisions which might produce a balanced budget for one year but cause deficits over time.

4. **Timing of the Budget**

   Each year, the BSCIP will begin its work soon after the academic year begins in order that budget recommendations can be presented to the Board at its December meeting.

G. **Inter-Institutional Ties**

   The descriptions of the our undergraduate and graduate programs in chapter I of this report include many references to cooperative programs with other academic institutions, the most important of which are with Haverford and Swarthmore Colleges. Although it is not possible to measure accurately the cost savings achieved through these cooperative programs, we know that they are significant. Certainly we would have to increase the size of some of our academic programs and add new academic programs if our students were not able to participate in programs at Haverford and Swarthmore. The wider range of academic programs which cooperation provides makes us more attractive to prospective students. Thus, enrollments and tuition income are enhanced by academic cooperation. Joint extra-curricular and social programs also increase our attractiveness.

   Cooperative programs incur for us the costs of the transportation between campuses. Bryn Mawr and Haverford are only about one mile apart; Swarthmore is about ten miles from the two colleges. While school is in session, Haverford and Bryn Mawr operate a bus service, seven days a week, eighteen hours a day, and share its $200,000 annual cost. Frequent daily van service links Bryn Mawr, Haverford and Swarthmore, at an annual cost of approximately $115,000 annually, divided among the three colleges. This year we are experimenting with more frequent tri-college runs in an effort to improve the service for students traveling to and from Swarthmore College. This will increase the costs by about $60,000, or $20,000 for each college.
TRIPOD, the tri-college automated library system (see above, Academic Support Services, II.B.1), saves direct costs in the purchase of hardware and software and in the administration of the system. The availability of the Haverford and Swarthmore library holdings to our faculty and students have made it possible for us to realize budget savings by minimizing overlaps in the collections. Without the tri-college library program, each institution would have had to purchase its own hard- and software to automate library functions. In addition to such initial savings, we realize annual savings as we reserve funds for the purchase of the next system. Total savings have been hundreds of thousands of dollars. The annual cost of the administration of the tri-college library system is about $250,000. Each college would have incurred much of this cost annually for its own library system, were there not a combined system.

As of fall 1997, an on-line, tri-college course guide has been available. Bryn Mawr, Haverford, and Swarthmore Colleges are developing a Web-based, tri-college events calendar on which events at the three colleges will be posted. Once implemented, members of all three college communities will be able to access information about events at the colleges. This greater availability of information should enrich the opportunities for participation in events for all.

The Career Development Office is the only administrative function that is shared with Haverford College. Staffing of the offices on each campus is probably not less than if there were two separate departments; however, there are some savings in sharing a single director of Career Development.

We share with Swarthmore the services and costs of a full-time Environmental and Occupational Safety Officer. This new position was added in FY 96 to meet the needs at both colleges to comply with government regulations, to address laboratory safety concerns, and to address the problem of increasing numbers of employee injuries. Due to our small sizes, neither we nor Swarthmore could justify adding a full-time staff member; the shared position has worked very well. One measure of the effectiveness of the safety officer's work has been the impact on our workers' compensation costs; our workers' compensation costs have decreased significantly due, in part, to the safety officer's work. Our liability has been lessened because of improved lab safety. We are now able to purchase pollution insurance, which is important because it had been our most significant area of uninsured risk.

The three colleges should continue to review whether they might realize additional savings and efficiencies by combining other administrative functions. Most administrative functions must have offices on each campus in order to serve students and others appropriately, but, as in the case of Career Development, there might be some savings realized in forming joint departments. Certainly the possibility of sharing new administrative positions should be considered in the approval process.

H. Summary and Issues for the Future

In conclusion to this long and multi-faceted chapter, we recognize that we need to:

- maintain--and periodically evaluate--the procedures and programs we have in place to assure a diverse, well-managed and -trained, appropriately-compensated staff;
- implement the Alumnae Association’s strategic plan;
- improve communication with internal and external constituencies, coordinate the consistent and compelling presentation of the College in its publications, and enhance the College’s ties with local governmental and business entities;
- continue to plan comprehensively and prudently all aspects of the new administrative information system;
- continue adhering to the goals of financial equilibrium, while addressing current and near-term programmatic needs as determined by the new and representative Budget Subcommittee of the Council on Institutional Priorities;
• maintain and enhance our cooperative relationships with other institutions, particularly Haverford and Swarthmore Colleges:

• use the priorities that emerge from the College community's ongoing planning process to shape, plan, and execute the institution's next capital campaign under the leadership of the President, the new Chief Advancement Officer, and the new Director of Resources.
CHAPTER V

FACILITIES

A. Introduction

"College campuses maintain a unique spot in our imaginations. Linked to nostalgia for youth, they follow us in memory and thereby send their image throughout the country. This is especially true of a college of world standing such as Bryn Mawr, whose context is international, whose graduates are widespread, and whose image is of richly detailed buildings, set in a rolling green landscape."

This is the statement with which Venturi, Scott Brown and Associates began its "Outline Concept Plan for Bryn Mawr College" (1997, Phase III, p. 1), and it serves to remind us that our image as a place includes its topography, flora, and buildings in diverse architectural styles, which alumnae/i, members of the faculty and staff, current students and their families, prospective students and their families, and visitors take with them, enhancing their experiences and impressions of the College as a community, as an institution of learning, as a place to work and thrive. We recognize that protection, improvement, and controlled expansion of these physical assets will be essential if we are to carry our mission into the new millennium. This Self-Study has given us the opportunity to review progress made during the last decade and to evaluate current activities and new initiatives to be taken to ensure our continued physical well-being.

Facilities management and planning are never endeavors independent of other programs and concerns of the College. They must be compatible with the fiscal health, philosophical framework and programmatic priorities of the College; that is, the issues addressed elsewhere in this report. It is, however, the case that because the resources demanded for physical facilities (particularly new buildings and major renovation efforts) are so significant, we established long-term planning processes here sooner than elsewhere and set specific priorities for the major capital projects through 2002. In this chapter, we review what we see as our accomplishments over the past decade, our requirements and prospects for the future.

B. Facilities Projects during the Past Decade

Since our 1988 Self-Study for the Middle States Association, many capital projects have been undertaken and completed at the College which have bearing on the current study. We have broken these into two sections--1988-93 and 1993-1998--corresponding with the past two reports to the Middle States Association, and offer a summary below. For a detailed account of these projects, see Appendix V:1.

1. 1988-1993

Beginning ten years ago, we renewed our efforts to address a serious deferred-maintenance backlog by focusing on interior renovations, and postponing exterior envelope issues. Energy management, student-life, pro-active master planning (e.g., landscape, security, parking, accessibility) were all addressed, along with applying major "bricks-and-mortar" grants directed primarily toward the Science Complex. This effort led to major renovations and/or additions in the following areas: residence halls (Pembroke East, Rockefeller), academic spaces (Chemistry wing, Collier Science Library, Mathematics and Physics) and Thomas Great Hall, administrative space (in Ely House for Admissions), faculty housing (Arnecliffe), and energy conversion projects.

2. 1993-1998

Phased increases in the Renewals and Replacements (henceforth R&R) budget and improved budgeting processes paved the way for more comprehensive renovations that included both interior and exterior improvements, and the following: accessibility upgrades, envelope stabilization, life-safety and building code conformance, accommodation of expanded student enrollment, historical asset stewardship, technological improvements in instructional spaces, and energy conservation initiatives. The Facilities Services Department began to formulate annually a list of potential R&R projects after consulting with the
members of trades staff, other staff members, students, senior administrators, and Trustees. In addition, there have been major revisions in the planning and project prioritization process, with increased acknowledgment of the value of--and need to preserve--the physical aspects of Bryn Mawr and their direct role in supporting the mission of the College. Each Spring, prior to the commencement of the new fiscal year, Facilities Services announces the list of approved projects to all administrative departments.

The past five years have also witnessed significant developments in our in-house capability to respond to daily maintenance issues. During calendar years 1992 through 1996, we retained the services of Facilities Resources Management Co. (FRM) to manage all facilities services operations. FRM managers filled two of the three vacant senior positions in Facilities Services and assisted us in improving the facilities operations. However, FRM’s management style differed from that of previous managers, causing some personnel problems within the department. We had not outsourced any operations in many years, and many staff members and administrators felt strongly that integral College operations, such as Facilities Services, should be managed in-house. Therefore, in the spring of 1996 we decided not to renew our contract with FRM beyond calendar 1996. Since that time, a new administrative structure for Facilities Services has been put in place, headed by a new Director of Facilities Services, Glenn Smith. Smith's management team includes an Assistant Director of Trade Operations, a new Director of Grounds/Campus Horticulturist, and an Assistant Director of Facilities Services/Campus Architect whose task is to manage facilities planning and projects.

In place at the start of the 1997-98 academic year, this new Facilities Services administration has increased emphasis on improving the capability, the response time, and the quality of work undertaken by the in-house shop. The result has been a marked increase in the volume of work performed in-house, coupled with a significant decrease in required contractor support in specific trade areas. A computer-based work order control system, implemented in the Spring of 1997, has also improved shop efficiency and permitted better analysis of response time, backlogged work, and staffing requirements on the part of management. Customer satisfaction levels are on the rise as these efforts begin to bear fruit.

3. Grounds

The arrival of new management in July 1997 has revitalized grounds maintenance operations. With the definition of a set of goals for Grounds, the Grounds staff members have begun to implement improvements in routine horticultural tasks and to incorporate more intricate tasks into their responsibilities. The focus is on promoting the long-term health of the land, reducing the amount of pesticides used, and educating and partnering within the College community (see, for example, Undergraduate Student Affairs, III. N). The management strategies to meet these objectives are centered on creating natural habitats as well as ornamental habitats, implementing an integrated pest management program, staying involved with student groups, and enlisting amateur gardeners from among the community to “adopt” campus gardens. There is also a strong emphasis on providing additional horticultural and arboreal educational opportunities to the groundskeepers.

4. Renewals and Replacements

As detailed in the Institutional Resources section (see IV.E.1.c), Renewals and Replacements (R&R) budgets increased 68% over the past ten years, a period in which the Consumer Price Index increased by 38%. Despite this increase in spending, the budget has not been sufficient to prevent an increase in the deferred maintenance needs of the campus. As a very general measure, an R&R budget should be between 1.5% and 2% of the market value of the physical plant. In FY 98, the R&R budget was about 1.2% of market value. FY 99 is the first year of a five-year plan to increase the R&R budget by inflation plus 2% annually. The $1 million increase in the R&R budget will, after five years, result in a budget that is approximately 1.7% of the market value of the physical plant in real terms.

In recent years (FY 97 and FY 98), there have been emergency envelope projects in Pembroke East, Pembroke West, Rockefeller and Merion dormitories. These buildings were leaking in many places rendering several rooms in each building uninhabitable. The measure of success of the R&R program will be that envelope and other maintenance projects will be accomplished before noticeable problems such as these manifest themselves. Facilities Services is now tracking maintenance needs on a database so that building problems can be addressed before emergency projects are needed. The database will be reviewed
periodically by various groups of the faculty, staff, and students to verify the accuracy of the data. Building occupant surveys should also be considered to monitor the success of the R&R program.

5. Preventative Maintenance

While we recognize that the way to avoid expensive, unexpected facility or utility system breakdowns is through preventative maintenance (PM), we have yet to implement a comprehensive PM program. In recent years, approximately twenty maintenance service contracts have been established to provide some basic PM support. These contracts include routine pest control including termite inspections; maintenance of HVAC equipment; gutter, drain, roof cleaning; fire sprinkler inspections; elevator inspections and certification; fire extinguisher inspections; compressed air system maintenance; fire alarm and smoke detector monitoring, testing, and cleaning; energy control system maintenance; and annual boiler cleaning. The capability of in-house shops to perform PM has also increased, but we have yet to establish detailed PM processes for these shops. We also need to devote greater attention to the area of cyclical maintenance, such as interior and exterior painting, carpet replacement, furniture replacement, and re-roofing. In the current year Facilities Services hopes to develop a 20-year plan for each building, identifying and scheduling both PM and cyclical maintenance requirements.

C. Long-term Capital Planning at Bryn Mawr

As noted above, we completed many capital projects between 1988 and 1998. Traditionally, the institution's building needs and proposed projects were developed via consultation with the relevant constituent groups on campus, and the highest priority projects were brought to the Board of Trustees’ Buildings and Grounds and Finance Committees for approval. Funding for the two major new building projects in the 1990s—the new Chemistry wing and consolidated science library and the new library for the History of Art, Archaeology, and related collections—were primary goals of the capital campaign that ended in 1993. We supplemented capital gifts for these two projects with bond issue funding, because total project costs exceeded the gift amounts raised. Annual surpluses from our operating budget have funded other capital projects. Thus, our ability to fund capital projects—other than the two major projects noted above—has depended on the size of the budget surplus that could be transferred each year to the physical plant fund.

During our last strategic planning initiative in 1993-1995, which resulted in the Agenda for the Future, members of both the faculty and administration pointed out that the institution lacked a long-term capital planning process. It was clear that we needed a systematic method for identifying and prioritizing capital projects, that we could not continue to fund all these projects through targeted fundraising, and that a significant portion of our resources would have to be allocated for capital renovation and improvement work. Funding for other College priorities such as faculty and staff salaries, academic programs and support, and student financial aid would be affected by the costs of capital projects. One of the recommendations coming out of the Agenda for the Future, therefore, was the need for a planning process that included greater involvement by—and communication with—all constituencies in the community. This thinking led to the formation of a group that could generate and represent a community-wide consensus and be proactive in setting capital priorities, the Commission on Facilities Priorities and Planning (COFPP).

1. Commission on Facilities Priorities and Planning

The Commission on Facilities Priorities and Planning (COFPP) was formed in the fall of 1995 as an all-College committee with membership drawn from the Board of Trustees, faculty, administration, staff, and students. Many of the members of COFPP also sit on the College's principal institution-wide planning committee, the Council on Institutional Priorities (CIP), although COFPP also includes five Trustees, one of whom chairs COFPP, and the Director and Assistant Director of Facilities Services/Campus Architect. One faculty member is drawn from the Committee on Academic Priorities (CAP); that person has reported regularly to CAP, providing a useful link between academic planning and facilities planning for the College.

COFPP's primary responsibility in its first several years was to identify a comprehensive set of major building needs (as distinct from ongoing renewal and replacement projects) and to develop a means
of assigning them priority for attention. The committee identified five evaluative criteria, considered to be of equal weight. They are:

- asset preservation
- enhancement of academic programs and student life
- non-academic operational effectiveness and efficiency
- efforts needed to implement the plan for financial equilibrium (primarily, meeting enrollment goals); and
- code compliance and life safety concerns.

2. Campus Concept Plan

In the spring of 1996, COFPP determined that a master plan of the campus would provide a background to and context for the process of reviewing major capital projects. An architectural firm, Venturi, Scott Brown and Associates, Inc. (VSBA), which had developed master plans for several other academic institutions, was engaged for the task. Because of the high cost of a full master plan, and because we had in hand relatively recent plans and studies for several major buildings on campus, we commissioned VSBA to develop a limited study and plan for campus facilities, or Concept Plan, that focused on the following issues:

- pedestrian and vehicular circulation systems, particularly at campus entrances and development of a clearly defined Campus Gateway;
- space allocations for offices and teaching in Dalton, Thomas, and West House; and
- a strategy for accommodating more effectively overcrowded administrative offices, including Admissions, Financial Aid, Career Planning, Facilities Services and its shops, possibly in conjunction with arts and performance spaces.

The VSBA Concept Plan, which resulted from multiple visits to the campus, conversations with many members of the College community, and extensive research into the history of the campus, has been very important to our campus planning efforts since its completion in the spring of 1997. (A copy of the final report is available in the Library of Materials.)

3. Current, Approved Capital Facilities Projects

On the basis of the VSBA report and a series of earlier building renovation and needs assessment studies, and after consultation with the members of CIP and CAP, COFPP members reached consensus on a ranked list of building projects, totaling as much as $95 million (see Appendix V:2). The first phase of the committee's work culminated in December 1997, with the approval by the Board of Trustees to spend approximately $30 million for renovation and new construction projects ranked as the highest priority. In May 1998, at meetings of COFPP and the Buildings and Grounds Committee of the Board, revised cost estimates were reviewed and there were some changes to the plan. The approved capital projects are the following:

a. The Gateway Building Project

In December 1997, an ad hoc committee was formed to define the programmatic requirements for a new gateway building, funding for which was included in the $30 million capital plan. The members of the committee recommended, first to COFPP and then to the Buildings and Grounds Committee, that architects be invited to compete for a two-phase commission. These phases would be: first, to design a new facility to accommodate Admissions, Financial Aid, and Public Information, with the possible additions of Career Development and the Owl, a used bookstore run by alumnae volunteers; and second, to develop a master plan for pedestrian and vehicular circulation and campus signage for a major quadrant of campus, identified as the "Merion-Morris block" (See the campus map, Appendix to the Introduction, C).

In April 1998, a selection committee, which included the Trustee Chair of the Buildings and Grounds Committee, the President, the Director of Admissions and Financial Aid, the Dean of the Undergraduate College, the Director and Assistant Director of Facilities Services, and the Chief
Advancement Officer, interviewed five Delaware Valley architects and chose Buell Kratzer Powell. The gateway building project has now been defined to include the offices of Admissions, Financial Aid, and Public Information, and will consist of the renovation and expansion of the Clarke house, a Frank Furness-designed building at the southeast corner of the campus, which has housed the Owl. The timeline for the project is to complete the design process by June 1999, to engage in a year-long construction process, and to move into the renovated and expanded facility in the early fall of 2000. This schedule will allow various student services functions, including Career Development, to move into Ely House, the present location of the Admissions Office. It will also allow the Resources Office to house the expanded staff necessitated by planning for the next capital campaign by utilizing the trailer attached to Helfarian when the Financial Aid Office moves from there to the gateway building.

b. Campus Computer Network

All major dormitories are now connected to the campus computer network, with the exception of Rockefeller, which will be completed by August 1999, and Rhoads, which will also be completed by August 1999 as part of a separate project (see below, g).

c. Glenmede Envelope and Systems

Exterior envelope repairs and interior mechanical systems upgrades to the main house at Glenmede began in July 1998 and are expected to be completed by January 1999. The scope of work also includes installation of computer connections in each room, renovation of the grounds and minor repairs to some of the outlying buildings.

d. Goodhart Envelope

Major repairs to the exterior envelope of Goodhart, including roof, masonry, flashing, window, door, and ornamental lighting repairs began in June 1998 and extend through the current academic year.

e. Merion and Pembroke New Student Rooms

This project transformed unused space on the fourth floors in Merion and Pembroke into fifteen new student rooms, with new bathrooms and tea pantries, and network wiring to each room. Work was performed during the summer of 1998.

f. New Facilities Services Building

This facility will consolidate the Grounds, operations, maintenance shops, and project offices. The project is entering a feasibility study phase, intended to identify the best location for the building. No construction timetable has yet been developed.

g. Rhoads Renovation

This 60-year old building is the largest dormitory on campus and is undergoing its first major renovation. The scope of work will address envelope repairs, accessibility issues, mechanical and electrical systems, bathroom reconfiguration, dining hall upgrades, network wiring, and landscaping enhancements. Construction began in June 1998 and will be completed in phases extending to August 1999.

4. Future Capital Planning

In May 1998 the Buildings and Grounds Committee of the Board of Trustees requested that the Provost initiate in FY 99 a review of the College's academic spaces, focusing on Dalton Hall, Thomas Library (where a majority of the faculty have their offices), and on Betws-y Coed, a large residence which last functioned as faculty apartments. All three of these buildings require renovations, different in each case. The Provost has been charged with finding a way for the renovations to support academic programs and to alleviate the office space pressures for departments located in Thomas.
COFPP will continue to meet on an as-needed basis to review and revise the capital plan of the College. The Commission has provided a useful means of bringing together members of the campus community with Trustees for productive discussion about major facilities issues.

D. Funding Capital Projects

The long-term budget projections (see Appendix IV:30) show that an additional $1.5 million in the annual debt service expense can be added to the budget without creating deficits. This amount of debt service can fund about $20 million in debt for a fixed thirty-year bond issue. We prefer fixed interest rates in order to avoid the risk of interest rate increases in the future. A thirty-year term is appropriate since the major capital projects which will be funded will provide facilities expected to last at least thirty years before needing major renovations. In spring 1997, we decided to sell a bond issue to fund capital projects even though the capital plan had not yet been approved. At that time, interest rates seemed favorable and we did not want to risk interest rate increases during the time that the capital plan was being considered. Interest rates in the spring of 1997 also enabled us to realize savings from refinancing the 1988 and 1989 bond issues. It was cost effective to sell bonds for the refinancing and for the new projects in one issue because there are fixed costs in selling a bond issue of several hundred thousand dollars. The total amount of the issue was $44.335 million, of which $20 million was designated for new capital projects and the remainder to refinance existing issues.

Current, approved capital projects (see above, V.C.3) total $30.2 million, of which $20 million is available from the bond issue funds. The remaining $10.2 million will be funded through a combination of gifts and bequests. We have traditionally added major unrestricted bequests to the endowment rather than using bequests to fund capital projects. However, considering that both the endowment and the physical plant of the College are capital assets, we now think it is appropriate to use some bequests to fund our most pressing capital needs.

The costs estimates for the new building projects include funding for endowed maintenance. In the early 1980s, we began including endowed maintenance funds in project budgets, having recognized that there could be no funding for the utility, housekeeping and maintenance of new buildings without endowment support. Renovation projects do not, however, include endowed maintenance funding because the operating costs of the building are already included in the operating budgets. We applied a general rule that an endowed maintenance fund should approximate 25% of a project budget, but this rule does not apply to all types of buildings. Science buildings have much higher utility and maintenance costs than other academic buildings because of the costs of operating laboratories. Therefore, we have instituted the practice of requesting estimates of operating costs from qualified consultants before determining the appropriate budget for an endowed maintenance fund.

E. Summary and Prospects

From the foregoing, it should be apparent that in the last decade the Trustees and administration have taken very seriously the maintenance, preservation, renovation and, where relevant, expansion of the College's physical facilities. Yet we recognize that even with the greatest diligence, planning and foresight, a facilities maintenance program will always be a necessity, as will the need to undertake major capital projects, because the needs of a vital institution continually evolve. Our new procedural revisions, whereby the full community--the students, staff, faculty, administration, and Trustees--is involved in the facilities planning and prioritization process, should serve us well. These procedures, which are both interactive and proactive, will increase our effectiveness in dealing with major facilities issues, while strengthening the bonds that make us an academic community.

In order to attempt to evaluate the effectiveness of new facilities initiatives, two further procedures are being instituted in the course of the current academic year:

¶ Senior Exit Interviews have long been an important means of evaluating diverse aspects of student satisfaction. We intend to expand the questionnaire to include assessment of student satisfaction with physical facilities and their maintenance.
The Building Advocates Program uses designated individuals to track and report needs for repairs, general maintenance, etc., in each building on campus. Building Advocates are chosen from those who have an office in each building or live in each residence. We intend to institute year-end surveys of Building Advocates as a means measuring the success and efficiency of current facility maintenance practices and to identify additional needs.

In conclusion, we recognize that to have facilities that support our mission, we need to:

- continue the good planning we have initiated;
- plan in greater detail the next phase of capital renovations, particularly those affecting instructional facilities
- locate sufficient resources to meet these immediate needs of the institution;
- maintain a well-managed, -trained, and appropriately-compensated facilities staff.
CHAPTER VI
GOVERNANCE

A. The Board of Trustees

Bryn Mawr College is a non-profit corporation of the Commonwealth of Pennsylvania governed by its Board of Trustees. A profile of the 1998-99 Board of Trustees is included as Appendix VI:1. The Corporate Handbook, which includes the By-laws of the College and the Articles of Incorporation, is available in the Library of Materials. Barbara Janney Trimble became Chair of the Board in 1997, having succeeded Hanna Holborn Gray, who had held that position since 1987.

1. Board Membership

The organizational structure of the Board is described in detail in the Corporate Handbook. At present, there are twenty-nine Trustees, six of whom serve as officers of the Board. Another twenty-four have been elected to the status of Trustee Emeritus. There are also seven Special Representatives to the Board who are invited on an annual basis to meet with the Board and join in its discussions, as is the Chair of the Board of Haverford College. Trustees are chosen for their wisdom and expertise, to represent a range of professions and avocations, and to reflect to a degree the diversity of the student and alumnae/i constituencies of the College. Our Alumnae Association nominates one Trustee each year; one of the six Alumnae-nominated Trustees must hold a graduate degree from the College.

Until 1976, a majority of thirteen Quaker Trustees shared the governance of the institution, with twelve Directors on a composite Board of twenty-five. At that time, the two groups were merged as one Board of Trustees, and the stipulation that Trustees must be members of the Society of Friends was removed. However, the sub-committee of the Committee on Trustees for the nomination and orientation of candidates for the Board remains formally charged to search for qualified Quakers.

The President of the College is an ex officio member of the Board and all its Committees. The President of the Alumnae Association, who serves a three-year term, is an ex officio member of the Board. Trustees cannot serve beyond the age of 70. A Trustee who has served two full six-year terms and has attained the age of 60 may be elected to the status of Trustee Emeritus. Officers of the Board are elected annually.

Representatives to the Board are invited from all constituencies of the College to participate in discussions of committees and the full Board, but not as voting members. These include three faculty members, three undergraduate and two graduate students, and two staff members. Members of the administration are also invited to attend Board meetings and committee discussions.

2. Working Structure

The officers of the Board include the Chair, several vice-chairs, and a secretary. There are four full Board meetings each year, scheduled for the first weekend of October, December, March, and May; the October meeting is the annual meeting.

There are eight standing committees of the Board, most of which meet during each full meeting; they include Academic Affairs, Audit, Buildings and Grounds, Committee on Trustees, Development, Executive, Finance, and Student Life. (Committee charges may be found in the Corporate Handbook.) A number of sub-committees, including those on Investment, Investment Responsibility, Library and Information Services, also meet regularly; their membership is outlined in the Corporate Handbook. The Two-College Joint Council, which includes both Bryn Mawr Trustees and Haverford College Managers, meets annually in December; those meetings have most recently taken the form of an open breakfast meeting. In recent years, committee assignments have been made annually by the Chair of the Board, in consultation with the Chair of the Committee on Trustees, President, Provost, Secretary, and Treasurer of the College, and in consideration of Trustees' own expressed interests.
In addition, Trustees chair and participate in several important Trustee-College groups, including the Commission on Facilities Priorities and Planning (COFPP) and the College Benefits Committee. The College Collections Committee includes two representatives from the Board and two Trustees serve as enrollment liaisons with the undergraduate Admissions Office. In addition to the regularly-scheduled Board and Committee meetings throughout the year, Trustees are given opportunities to attend classes, to meet with academic and administrative department heads, and to meet for extended conversations with senior administrators, such as the Dean of the Undergraduate College.

3. Trustee Orientation and Information Program

Each fall, new Trustees are invited to take part in a day-long orientation program at the College, which includes meetings with administrators and student leaders, a tour of campus, meetings with the President and top administrators at Haverford College, and a dinner with the Chair of the Board and the President. The orientation has generally been scheduled to precede immediately the annual meeting.

All Trustees are sent regular mailings from the College, including copies of the student newspapers, all College publications, announcements of special events or achievements, and informational memos from the President.

4. Program of Self-Review

An annual self-review of the Board's effectiveness is conducted in tandem with a biennial review of the President by a five-member committee appointed each year by the Chair of the Board. This review consists of a questionnaire mailed to all Trustees, including emeriti and special representatives, which is followed up by telephone conversations with members of the Review Committee. The Review Committee meets with the President and the Chair of the Board in the years when the President is reviewed, and the substance of the review is reported to the Board each year at its October meeting.

B. Administration

1. Recent History

Bryn Mawr College has recently experienced a change of its President. After nineteen years as President, Mary Patterson McPherson left the College in the summer of 1997. Nancy Vickers assumed the presidency that summer and has begun to reshape the administrative structure. Under President McPherson, we had a comparatively flat administrative structure, with as many as 13 administrators reporting directly to her. In order to focus her efforts, ensure their effectiveness and to vest greater responsibility in the senior administrators, President Vickers has reduced the number of administrative officers who report directly to her. A new top level administrative position, the Chief Advancement Officer, has been created, without, however, adding an additional administrative position. The President has moved some activities previously carried out in the President’s Office to other offices in an effort to streamline presidential office functions and lessen redundant College operations.

Another significant and relatively recent administrative change, which took place in 1990 and since the last Middle States review, is the creation of the position of the Provost, the chief academic officer. The preceding position was the Academic Deputy to the President. The Academic Deputy had many of the same responsibilities, and worked very closely with the President and often in her name. The Provost has greater responsibility for academic budgets, salaries, appointments, and academic support.

2. Working Structures

A diagram of the administrative structure appears in Appendix VI:2. Descriptions of the responsibilities of the principal administrative officers and planning and consultative groups follow.
a. Principal Administrative Officers

¶ The President, Nancy Vickers, is the chief executive officer of the College, an *ex officio* member of the Board of Trustees, and presiding officer of the General Faculty. She is responsible for directing the formulation of institutional policy and planning, and for leading the various constituencies of the College in their work to uphold its mission and achieve its goals. Directly reporting to the President are the Provost, the Treasurer, the Chief Advancement Officer, the Undergraduate Dean (shared report), the Dean of the School of Social Work and Social Research (shared report), the Director of Admissions and Financial Aid, the Director of the Office of Institutional Diversity, the College Counsel, and the Director of the Office for International Initiatives (see Appendix VI:2).

¶ The Provost, Robert Dostal, is the chief academic officer of the College. He oversees the needs of the academic programs, reviews the budgets of academic departments, and administers a variety of faculty support and development programs. The Provost oversees all academic appointments and sits *ex officio* on the Committee on Appointments. Participating in and, frequently, leading planning activities are an important part of the Provost's responsibilities. The Provost presides over the Council on Institutional Priorities (CIP), sits on its budget and facilities sub-committees, and meets with the faculty's Committee on Academic Priorities (CAP) and Committee on Appointments. The Directors of Libraries and Computing Services report to the Provost. The three Deans report, at least in part, to the Provost. The Director of the Office of Faculty Grants also reports to him. Overseeing the process of seeking large, institutional grants is an important responsibility of the Provost, as is the management of grants once they are obtained.

¶ The Treasurer, Jerry Berenson, is the chief financial officer of the College. He manages the financial resources and directs the budgetary activities of the College. The Treasurer prepares financial analyses to assist the Budget Committee in formulating the annual operating budget and to support long-range planning processes. He provides information and analyses of the operating and capital budgets and endowed funds to the appropriate committees and sub-committees of the Board of Trustees. He manages the insurance and risk management programs. The Comptroller and Associate Treasurer, the Director of Auxiliary Services, the Director of Facilities Services, the Director of Personnel, the Director of Public Safety, and the College's Environmental and Occupational Safety Officer report to him.

¶ The Chief Advancement Officer is a new position, held by Donna Wiley between December 1997 and December 1998. The Chief Advancement Officer is responsible for directing our fund-raising and external relations efforts. A member of the President’s senior advisory team, this officer works closely with the President in developing, communicating, and implementing the College’s strategic plans and plays a central coordinating role in major institutional initiatives, such as major facilities planning. The Directors of Resources and Public Information report to this officer, who is also the Secretary of the College. As such, she facilitates the work of the Board of Trustees.

¶ The Deans of the Undergraduate College, the Graduate School of Arts and Sciences (GSAS), and the Graduate School of Social Work and Social Research (SWSR) are each responsible for leading the policy and program planning for their respective schools. The Deans are Karen Tidmarsh, James Wright, and Ruth Mayden, respectively. Each Dean supervises a broad--but dissimilar--array of curricular programs and student services and is assisted in these tasks by a range of offices and staff members. The Dean of SWSR presides over the faculty of Social Work. The Graduate Dean of Arts and Sciences presides over the Graduate Council. The Undergraduate Dean presides over the Curriculum Committee.

¶ The Director of Admissions and Financial Aid, Nancy Monnich, oversees the recruitment and admission of students to the Undergraduate College and the operations of the Financial Aid Office. She convenes the Enrollment Management Committee and chairs the Admissions Committee.

b. Administrative Consultative Groups to the President

A number of administrative consultative groups assist the President in her task of leading the institution:
¶ The President’s Council is the senior advisory group to the President. It includes the Provost, the Treasurer, the Chief Advancement Officer, the Undergraduate Dean, and the Director of Admissions and Financial Aid. It meets weekly.

¶ The Senior Administrative Staff (SAS) meets twice a month to discuss College policies and to exchange information about issues and activities. This group counts among its members the President’s Council, the Deans of GSAS and SWSR, the Directors of Libraries and Computing Services, the College Counsel, the Director of the Office for Institutional Diversity, the Executive Director of the Alumnae Association, the Director of the Office for International Initiatives, and the Directors of the Offices of Public Information and Resources.

¶ The Three Deans’ Group includes the three Deans, the Provost, and occasionally, the President. It meets twice a month to coordinate the programs and policies of the three schools and is convened by the Provost.

¶ Administrative Office Heads (AOH) includes the heads of all administrative offices of the College. It meets on a monthly basis to share information and discuss the matters affecting these offices.

c. College-wide Representative Planning Group

The Council on Institutional Priorities (CIP) results from the 1993-95 planning initiative, The Agenda for the Future. Representatives from all constituencies—faculty, staff, students and the administration—sit on this body to discuss policy, budget, facilities, and planning. Subcommittees of this body are the new Budget Committee (see above, Institutional Resources, IV.F) and the Commission on Facilities Priorities and Planning (see above, Facilities, V.C.1). CIP normally meets twice each semester and is convened by the Provost.

3. Issues

As is characteristic of so much of the institution, the members of the senior administration are few in number and expected to meet and discharge an ambitious and wide range of responsibilities with minimal support staff. The institutional culture includes strong elements of internal consulting and coordination to build and gain consensus on courses of action and on the accessibility of members of the administration to one another and to members of the staff, faculty and student bodies.

The administration must be able to determine whether staff resources are adequate to meet these demands and functions, or whether certain functions might be better addressed by restructuring. The new Chief Advancement Officer position results from such a consideration.

The administration must also consider whether it might be able to improve the way it establishes, keeps, and communicates information about the institution and its members. These responsibilities are currently distributed throughout administrative offices. An alternative model, in which an office for institutional research bears these responsibilities, should be reviewed and evaluated.

C. Faculty Self-Governance

In 1916, the faculty’s rights and responsibilities were delegated by the Board of Directors in a Plan of Government developed through the joint consultation of the faculty and the Board. The faculty was granted the right to govern itself in academic matters and to participate in the overall governance of the institution. The Plan of Government was revised in 1923, in 1953, and in 1970. The Plan of Government is available in the Library of Materials. A faculty committee is currently reviewing the Plan of Government with an eye to proposing some revisions.

Faculty members govern themselves and participate in the governance of the institution through three groupings: the Faculty of Arts and Sciences, the Faculty of the Graduate School of Social Work and Social Research, and the General Faculty, which includes all members of both faculties. The various
faculties bear a primary responsibility for deciding the hiring and retention of faculty, as well as for determining the curriculum and the admission of students to the College.

The General Faculty elects three of its members who have the rank of Associate or Full Professor to be Faculty Representatives to the Board of Trustees. Representatives attend meetings of the Board of Trustees, participate in discussions, express their views of concerns of the faculty, but do not participate in voting. Their term of office is three years.

Each of the faculties has its own secretary and elected standing committees whose membership and conditions of membership are specified in the Plan of Government. The responsibilities, the composition and the length of service of individual faculty members on these committees are laid out in the Plan of Government and By-laws of the College. Each faculty also has a number of ad hoc committees. We refer to a few of the more important standing and ad hoc committees below.

1. Major Standing Committees

The Committee on Appointments (CA) is advisory to the President on all matters dealing with faculty appointments. The CA has five members elected by the General Faculty to five-year terms, ideally with one new member joining the CA each year, replacing a colleague who has served out her or his term. At least three members must hold the rank of Professor; two may be Associate Professors with tenure. The President must consult the CA before making any recommendation to the Board of Trustees on promotion, reappointment, termination of tenure, the granting or denying of tenure, or initial full-time appointments.

To discharge its function, the CA regulates departmental search procedures and CA members interview candidates for tenure track positions. The CA seeks the opinions of students and deans about teaching effectiveness and solicits outside evaluation of the research of faculty under consideration for tenure or promotion. The CA is also consulted about periodic reviews of Professors, merit-based salary increases for Professors and Senior Lecturers, and individual sabbatical and junior faculty leaves.

The Committee on Academic Priorities (CAP) is consulted by the President and Provost on all matters relating to academic priorities and programs, including allocations of faculty positions, program facilities, and the restructuring or termination of programs. In the case of recommendations that would require action by the Board of Trustees, CAP may report its views directly to the Board. In fact, CAP reports annually to the Board's Committee on Academic Affairs. CAP is composed of five members of the General Faculty at the rank of Associate Professor or higher with tenure. Elected by the General Faculty, each member serves a five-year term.

In the conduct of its business, CAP consults appropriate standing and ad hoc committees of the three faculties, the concerned academic departments and directors or chairpersons of programs, the Provost and other officers of the College, students and outside persons, as necessary. CAP makes an annual report to the General Faculty and brings, at its discretion, important matters to the faculty for discussion.

Members of the Faculty of Arts and Sciences are members of the General Faculty. They are also elected to serve on standing committees of the Faculty of Arts and Sciences such as the Undergraduate Curriculum Committee and the Committee on Admissions to the Undergraduate College. Members of the Faculty of Arts and Sciences are also members of the Council of the Graduate School of Arts and Sciences.

The members of the Faculty of the Graduate School of Social Work and Social Research are also members of the General Faculty, participate in meetings of the General Faculty, and have representatives on standing and ad hoc committees of the General Faculty. Within SWSR, the standing Committee on Policy, which is responsible for governance coordination and direction, is composed of chairs of all other standing committees and is itself chaired by the Secretary of the SWSR Faculty.

2. Ad Hoc Committees

In recent years, various special committees have contributed to developing new structures at the institution and changes in its curriculum. Three are of special importance. The first such committee was a new Academic Planning Committee, formed in October 1987 with the election of seven representatives,
including administrators and students. It was charged with the task of planning the future of the College within the framework of financial equilibrium. Subsequently, the Committee on Academic Priorities was formed as a standing committee to continue its work, as described above (VI.C.1). In addition, and as a result of the strategic planning initiative of the mid-1990s—the Agenda for the Future—the Council on Institutional Priorities was created (see above, VI.B.2.c). Among other charges, CIP has sub-committees to plan for our physical facilities and to consider issues and priorities for the budget. Faculty members are represented on CIP’s sub-committees. Last, in 1997-98, the General Faculty formed a Transition Committee on Faculty Governance. For its activities, see below, VI.C.3.

Faculty members serve on many other ad hoc committees that are established by the President, the Provost, and the Dean of the Undergraduate College, including the Foreign Studies Committee which is under the auspices of the Dean of the Undergraduate College, and a wide variety of committees overseeing numerous endowed lecture programs. The Transition Committee has undertaken a study of the number and character of the many ad hoc committees. (See Appendix I:19 for a list of committees.)

3. The Work of the Transition Committees on Faculty Governance

In April 1997, the General Faculty authorized the Secretary to form a Transition Committee on Faculty Governance, whose charge would be to consider issues of governance and to bring a series of proposals to the faculty. The action was in response to the impending change in the administration of the College occasioned by the appointment of a new President and to the changing needs and expectations of the faculty members themselves. Faculty governance structures had not been revisited for many years, and the moment seemed opportune for the faculty to reexamine both the ways in which it conducts its business and its general role in the decision-making of the College. The eleven members of the Transition Committee were constituted as an ad hoc committee of the General Faculty. Members of the Transition Committee belonging to the Faculty of Arts and Sciences have since been constituted as a transition committee for that body, too. These transition groups met frequently in 1997-98 and continue to meet in the current year, reporting back regularly to the faculties in scheduled meetings.

The transition committees are considering a wide range of complex issues, including the quality and effectiveness of faculty meetings, faculty participation and authority in governance, the equitable distribution of service, and linkage and communication among the councils and committees of the faculty, between the faculty and administration, and between the faculty and the Board of Trustees. Their goal is to bring sets of recommendations to the General Faculty and the Faculty of Arts and Sciences in the current academic year, 1998-99. Since many of the issues and possible recommendations are interconnected and some will require the approval of the Board of Trustees, the transition groups are aiming to present a full plan rather than piecemeal recommendations. Consensus has been attained on some of the pieces which might appear in the final plan, as follows.

§ An Agenda Committee is to be constituted, consisting of the relevant faculty secretaries, the Provost, and the President, to decide the agenda for faculty meetings. (An ad hoc committee was put in place last year and has proved effective.)

§ The three faculty secretaries shall serve as Faculty Representatives to the Board to facilitate more substantive and effective communication between the faculty and the Board.

§ The size, authority, and length of terms of the Committee on Nominations shall be increased, both to insure an equitable system of allocating service on committees, and to control the proliferation of committees. The Committee will have five members, each serving a term of five years.

In addition, the Transition Committee of the General Faculty has recommended—and the General Faculty put into effect—a new system for electing members to major committees. That committee is also attempting to determine the role of the General Faculty Secretary and to conduct a major review of the committees and committee structure of the College which involve members of the faculty, as noted above. In all of its deliberations, the Committee is dedicated not only to the idea of a strong role for the faculty in governance, but to the principles that time spent on governance be well spent and that the work of governance be more equitably distributed than at present.
D. The Role of the Staff in Self-Governance

Staff members participate in self-governance at Bryn Mawr through the activities of the Staff Association (SA), which came into existence in 1974. The purpose of the SA, as stated in its constitution, is "to further the quality of the College's services and welfare of its employees; to provide a line of communication in all directions in the community; and to provide a forum and means for taking constructive action on policies, procedures, and conditions of employment.” For a copy of the SA constitution, see Appendix VI.3.

1. Membership

Membership in the SA is open to all staff members with the exception of those with faculty or student status, and those who are members of Senior Administrative Staff (SAS). All other employees are considered members of the SA by virtue of their working at the College. Dues-paying members have the right to vote in elections and to represent the organization on College-wide groups and committees. Dues help the SA to defray the costs of its work, including the costs of production and distribution of its monthly newsletter, *The Banner*; events; and services to the community. The SA is self-supporting.

2. Working Structure

SA members elect an Executive Council consisting of a President, Vice President, Secretary, Treasurer, and three representatives from each job category: Administrative/Professional, Clerical/Technical, and Service/Craft. In addition, two members of the Executive Council serve as representatives to the College’s Board of Trustees. Members of the Executive Council serve one-year terms, with the exception of representatives to the Board, who serve for two years. The Executive Council meets monthly to share reports on committee work and for planning purposes.

General meetings of the SA are held at least twice per semester and additional meetings are conducted within the job categories mentioned above. Released time is granted by the College for staff attendance at these meetings. Minutes from the meetings are posted on assigned bulletin boards across campus, circulated electronically, made available on the SA Website, and summarized in *The Banner*.

a. Major Standing Committees

The SA has two standing committees which meet regularly to discuss staff members’ concerns. They are the Compensation and Benefits Committee and the Policies and Procedures Committee. Each committee has six members, two from each job category. These committees were established in 1983 with the mission of addressing issues of concern to the staff, including policy and benefits. The committees have also been a valuable source of assistance to Personnel Services. In the rare instances of grievances, several members of the SA are named to a pool from which they may be chosen to participate in the appeals process. In the recent past, these two committees have not been fully staffed. The current Executive Council intends to strengthen SA committees to include working groups, thereby giving interested staff members the opportunity to participate in SA efforts.

b. Other Committees

Members of the Executive Council are included on the Council on Institutional Priorities (CIP), and on its facilities and budget sub-committees. SA representatives also serve on the College's Committee to Review Benefits, Campus Accessibility Committee, Occupational and Environmental Safety Committee; and the Middle States Review Executive Working Group, and attend the monthly Administrative Office Heads meetings.

In the fall of 1997, a Staff Association/administration group was formed to make recommendations about issues of general concern to staff members. Within that group, SA representatives work on sub-groups such as the Committee on Incentive Programs, Committee on Training; Personnel Policies; Committee on Sick and Parental Leave and Short-term Disability; Committee on Evaluations, Committee
on Flex-Time; and the Ombuds Committee. See Appendix VI:4 for a listing of staff issues as of August 1998.

3. Community Activities

The SA makes valuable contributions to the College community and encourages all staff members to participate in meetings, social events, and its other activities. The SA and Personnel co-sponsor an orientation program for new employees and an annual spring picnic for members of the staff and their families. The SA has developed a Volunteer Network through its Policies and Procedures Committee to match employees in need of assistance with staff volunteers. The SA also supports the activities of the undergraduate Self-Government Association and the Student Life Office for special events and seeks to foster interaction between the staff, students, and the faculty.

Members of the Executive Council work with the administration in selecting recipients of the McPherson Distinguished Staff Award. An annual award, first given in 1993, it was renamed in 1998 to honor the retiring President. The award recognizes one employee from each job category who demonstrates superior job performance, accepts challenges, provides the highest quality service, and inspires others to strive for such achievements.

4. Summary and Concerns

The SA is confident that its inclusion on College committees makes a difference in addressing issues that are of particular concern to staff. Many issues, still unresolved, have been under discussion since the strategic planning initiative of the mid-1990s, the Agenda for the Future. Of particular concern are the following:

§ Numbers of staff members indicate to SA that there is long-standing frustration affecting many employees, e.g. supervisory issues, job evaluations, grievance procedures.

§ Evaluation procedures for staff members raise serious concerns. Currently, only 60% of the staff is evaluated. This inconsistency causes other problems, for instance, staff members do not have the opportunity to review their job descriptions annually and therefore, market salary adjustments, based on a review of inaccurate job descriptions, might not reflect salary appropriate to work performed. In an effort to assure that evaluations are completed in a timely manner, beginning this year, Personnel Services is sending evaluation notices to employees as well as to their supervisors.

§ Staff members want the opportunity to have input into the evaluation process for their supervisors.

§ Inconsistencies in the treatment of sick leave across campus have been noted. The administration has assured the SA that a College-wide policy will be set. The SA is concerned that some segments of staff will not be treated as fairly as others and recommends that policy be set for the entire community and that any offenders of that policy be dealt with on an individual basis.

§ The SA would like the administration to undertake mandatory training for supervisors. The SA would like to see a process in place for follow-up on leadership skills, customer service training, and accountability for the ways in which supervisors interact with staff members.

§ Staff members request that the way in which information is shared between the administration and the community be reviewed. SA has recently asked that expanded reports be made available to staff members so that they will have a sense of how issues were addressed, decided and/or resolved. When full reports are not made available, there is a perception that information is being withheld.

§ The SA feels that it is important that all members of the staff have e-mail access, including e-mail accounts, training, and computer access.
Finally, the SA is pleased with the approval of the dental benefit plan by the Board of Trustees and the commitment by the College to have an Ombudsperson in place by early 1999. SA is committed to continuing its work toward a more positive work environment for all College employees.

E. The Role of Students in Self-Governance

1. The Undergraduate College

Bryn Mawr's Self-Government Association (SGA) was chartered by the Board of Trustees during the College's first decade. A copy of its constitution is included in the Library of Materials. All undergraduates are members of the SGA, pay dues to it, have the right to elect representatives, to vote on policies which affect the undergraduate community, and to voice their concerns at open meetings.

The elected representatives of the SGA constitute an Assembly, which has approximately 40 elected members and meets on a weekly basis. Decisions about community-wide policies are made by the entire SGA; the Assembly's legislative role has included the approval of its budget and the making of recommendations about student opinion to be communicated to the administration. The SGA President meets regularly with the President of the College and the Dean of the Undergraduate College. Through its budget, SGA funds a variety of clubs, groups, and activities. These are vital to campus life and through them student interests and concerns are expressed. The primary function of the Assembly is to discuss issues that students are concerned with. SGA has a wide range of committees of which the Curriculum, Student/Alumnae/i, and Customs Committees are examples. See also above, Undergraduate Student Affairs, III.G.

Although students express general satisfaction with their process of self-governance, they are sometimes frustrated by the difficulty in facilitating communication and discussion among different groups, different committees, and different segments of the campus. As the students' central governing body, the SGA holds an important position in Bryn Mawr's undergraduate life. Although the range of its activities and extent of its influence changes from year to year, it reflects a vital dimension of the students' commitment to taking responsibility for all areas of their campus life.

2. The Graduate School of Social Work and Social Research

Students of the Graduate School of Social Work and Social Research (SWSR) participate in the National Association of Social Workers (NASW) and the National Association of Black Social Workers (NABSW). At the College, their participation in self-governance through the Student Association for Master's Students and the Doctoral Student Association is encouraged and supported. These organizations help to socialize students to the social work profession and to involvement in the SWSR community. Students are represented on all of SWSR's standing committees and participate fully in the creation and evaluation of its policies. See also above, Academic Programs, I.D.

3. Students in the Graduate School of Arts and Sciences

The instrument for self-governance within the Graduate School of Arts and Sciences (GSAS) is the Graduate Student Association (GSA), formed in 1968. All graduate students in the GSAS are automatically members of this body. GSA meets monthly and focuses on issues dealing with the quality of life of students. Its meetings are run by a steering committee, which also helps to set up ad hoc committees to deal with those problems affecting graduate students. Their major aims are the promotion of the visibility of the graduate student body, keeping graduate students informed about issues of concern to them, keeping the College aware of these issues, and encouraging social and academic interactions between graduate students from different departments. See also above, Academic Programs, I.C.

Members of the GSA are members of major College committees. They are most forceful in their representation on the Graduate Council and are represented at meetings of the Board of Trustees. They can bring their concerns to the Graduate Council and have found this to be a satisfactory procedure in, for
example, negotiating the recent change in the graduate student health insurance policy. The GSA is particularly pleased with the openness of contact it has with the Office of the Dean of the GSAS.

F. Summary

While each constituency of the College has its own structures for self-governance, each one also participates in the overall process of guiding and governing the institution. With respect, in particular, to the faculty, staff, and students:

- Each constituency elects its own representatives to attend all regular meetings of the Board of Trustees and its committees.
- Each constituency either nominates or elects its own representatives to the Council on Institutional Priorities.
- Undergraduate and graduate student representatives attend the faculty meetings of the Faculty of Arts and Sciences.
- Students in the School of Social Work and Social Research are represented in the faculty meetings of that school.
- Undergraduate and graduate student representatives attend the meetings of the General Faculty.
- We are firmly committed to self-governance in its various entities and shared governance between these entities. Our governance structures are vital to the sense and very health of the Bryn Mawr College community. We must ensure that these structures remain vigorous and effective.
CONCLUSION

To close this comprehensive narrative and statistical account of our institution and community, we state simply that we have two priorities above all others:

• offering academic programs of the highest quality, and

• recruiting and retaining an able and diverse student body.

The requirements for realizing our mission are many and complex, as the description of all our operations, programs, issues, and achievements narrated above substantiates. This Self-Study document and the processes which led to it enable us to affirm with confidence and pride that we are accomplishing our mission as a college and meeting our institutional priorities. In the past decade, we have undertaken a number of initiatives better to meet that mission, which we have documented in this Self-Study. These initiatives have been accomplished in ways that have made us fiscally and programmatically stronger than we were in 1988. Nonetheless, in this Self-Study we express our concerns about the need to increase various forms of support for students and faculty. We also define some important issues about the range and depth of our academic and academic support programs, the state of our facilities, and the ways in which we manage our affairs.

The following categories represent four central sets of questions which we, as members of the College community, are asking ourselves as we complete the Self-Study process:

• Undergraduate academic program initiatives, new and old
  § How can we best satisfy the needs of current academic programs, both departmental and interdisciplinary?
  § What structure and support can we give the College Seminar program so that it works best for students and faculty?
  § What new academic initiatives, if any, might we undertake and how could we support them?

• Teacher/Scholar
  § How can we ensure that the faculty will continue to meet our high standards of teaching and scholarship?
  § Do we have reasonable and achievable salary goals?
  § Do we have appropriate support structures for teaching and for research in terms of staff, technology, and facilities?
  § Can we find a way to provide faculty with more time for research and pedagogical development?

• The Graduate Programs in Arts and Sciences
  § Should we be attempting to provide additional resources to support faculty and students in our graduate programs in Arts and Sciences, or should we be re-allocating the current level of support to a lesser number of programs?

• Diversity
  § How can we better assist students from under-represented ethnic groups to develop a sense of ownership and belonging at the College?
  § Should the faculty undertake a special initiative to further diversify the faculty, or should we continue to rely on our current practices which have, indeed, met with some success in recent years?
Bryn Mawr College is a very small place with very large ambitions. We need not rehearse here our distinguished history and our important role in higher education. But some of the distinguishing factors in our history and the role we set for ourselves in higher education place us in our current and difficult position: we find ourselves strained because we try to do so much. We sustain two graduate schools of national note on a base of fewer than 1,200 undergraduate students. The overriding question for us—one that subsumes all the other questions we raise in this report—is what can we best do to fulfill our mission with the resources available to us.

We look forward to the visit by the Middle States Evaluation Team in March 1999 as an opportunity to discuss this Self-Study report and to have the Team’s thoughts about whether we are asking ourselves the proper questions. At the time of the Team’s visit, we will have moved on from the preparation of the Self-Study into a major planning mode. We anticipate that the planning process will have made some progress by March, enabling us to see how we might answer these questions and others posed in the Self-Study. Not only will the planning process prepare us to address the many concerns and issues of the Self-Study, it will also establish our goals for the institution for the next decade. We know that many of the matters raised in the course of the Self-Study will be referred to relevant administrative offices, governance bodies and/or committees for their consideration and possible action in the immediate future. But the other, longer-range, more substantive matters will require additional funds which can only be realized through a major fundraising effort. The President, in close consultation with the Board of Trustees, the faculty, staff, and students, will develop the broad outlines of a plan which will shape these future policy initiatives and the fundraising efforts needed to sustain them.

Academic programs are at the center of our planning process. The process itself will have three main venues on campus: students, staff, and faculty. Leadership with respect to the faculty in the planning enterprise belongs to the five-member faculty Committee on Academic Priorities (CAP). In the fall of 1998, CAP solicited from each of the departments and programs, and from individual faculty members brief statements as to their plans and wishes. Starting in the second semester, CAP will lead a series of discussions with the faculty about the questions raised in the Self-Study. Under the auspices of the pertinent student self-governance groups and the Staff Association, there will be conversations with the students and the staff, respectively. The leadership of these three groups will report back to the Council on Institutional Priorities (CIP) in the late spring. In addition, we will our consult alumnae/i and our counterparts at Haverford College in appropriate ways. The CIP will charge the President to draft the broad outlines of the plan that will guide policy-making and fundraising. A draft of this presidential plan will be presented for consideration by the Board of Trustees and the members of the College community early in the fall of 1999.

The re-accreditation process (with our Self-Study and the Evaluation Team’s visit and report at its center) and the planning initiative are enabling us to renew and refine our sense of ourselves as an institution and as members of a community dedicated to achieving our particular mission. This two-year process, which began in 1997, has already reinvigorated our sense of purpose and helped us to identify and begin to respond to the important challenges we face.