

Bryn Mawr College
Middle States Commission on Higher Education
Self-Study Report

Final Draft

October 18, 2019

i. Executive Summary

Founded as a women's college in 1885 with the mission of providing a more rigorous education than any then available, Bryn Mawr College has worked to realize the full promise of its mission by pursuing academic excellence and focusing with increasing intentionality on full, substantial equality of access and opportunity across multiple dimensions of identity.

The 21st century finds Bryn Mawr furthering its ambitions through innovation and growth in all facets, including new multidisciplinary courses of study; new and expanded career and civic engagement resources and student wellness infrastructure; a growing applicant pool and increased admissions selectivity; and a sharper focus on equity and inclusion in hiring, admissions, resource allocation, community dialogue, and campus culture.

Bryn Mawr pursues academic excellence in its residential Undergraduate College and its coeducational graduate programs in the Graduate School of Arts and Sciences and the Graduate School of Social Work and Social Research, along with a Postbaccalaureate Premedical Program. A world-class faculty of scholar-teachers and low faculty-to-student ratio; significant cross-pollination of undergraduate and graduate teaching; learning, and mentorship opportunities; and academic opportunities created through our collaborative relationships with Haverford and Swarthmore Colleges and the University of Pennsylvania, enable Bryn Mawr to implement the highest aspirations and standards of the small liberal arts college model.

In the words of its mission statement, Bryn Mawr “educates students to the highest standard of excellence to prepare them for lives of purpose.” The College aims to challenge students with a rigorous, interdisciplinary liberal arts curriculum; equip graduates with powerful tools for the purposeful application of academic skills; cultivate the desire for knowledge and joy in learning; and support the whole student in a welcoming community that embraces and draws strength from a diversity of voices, experiences, and perspectives across multiple dimensions of difference.

These contemporary expressions of Bryn Mawr’s historic mission have shaped and been shaped by an intensive, iterative strategic planning process and community conversation. *Excellence in Action*, the College’s 2017 strategic vision document, captures the fruits of this process and serves as the roadmap for Bryn Mawr’s present and future activities and initiatives, centered around four institutional priorities: **Academic Excellence; Skills for Effective Lives; Pathways to Purpose; and Engaged Students, Engaged Communities.**

Because these priorities have been honed through extensive community dialogue and deliberation, and because *Excellence in Action* has guided planning, fundraising, and resource allocation, this vision serves as a natural blueprint for self-assessment. Accordingly, Bryn Mawr chose a **priorities-based** approach for its Self-Study. This report describes how the vision, priorities and action steps articulated in *Excellence in Action* guide educational and institutional

innovation, as well as methods used to assess undergraduate education and student learning. Our findings demonstrate that Bryn Mawr meets the Middle States Commission on Higher Education's *Standards of Excellence* and fulfills its *Requirements of Affiliation*. This Report and Evidence Inventory are the result of two years of work by a Steering Committee and seven Working Groups comprised of more than 80 faculty, staff, students, and trustees.

i.1. Key Findings

1. **Bryn Mawr's institutional priorities align with Middle States Standards of Excellence.** Bryn Mawr's innovative, increasingly interdisciplinary Undergraduate College, distinctive coeducational graduate programs, and strategic partnerships with peer institutions provide a rich environment for a 21st-century liberal arts education.
 - The lines of inquiry explored by all Working Groups in Bryn Mawr's priorities-based Self-Study **address all seven MSCHE Standards of Excellence.**
 - Intensive strategic assessment and planning has produced **clear institutional priorities and action steps that have guided innovation and advancement** in all facets of operation: curricular, co-curricular, student-life, and infrastructure.
 - The institutional priorities produced by the strategic assessment and planning process **act as a guide for resource allocation** across the College.
 - There is **synergy and mutual reinforcement among the College's priorities and activities.** Sound, reflective governance has enabled renewal of mission and goals, which have guided planning, resource development, and institutional improvement. Support for the student experience has reinforced the design and delivery of the student learning experience, including the creation and revision of curriculum structure, learning goals and core competencies.
 - **Significant, ongoing institutional assessment takes place across the College.** A variety of methods and instruments guide assessment, revision, and innovation in curriculum, student learning goals, co-curricular programming, delivery of the student educational experience, student wellness and campus life, financial stewardship, resource allocation, and governance.
2. **Bryn Mawr has invested in curricular innovation.** Innovation within the liberal arts model lies at the heart of Bryn Mawr's mission and academic excellence. Over the last several years the College has renewed and expanded its curriculum to enhance the student learning experience and maintain high standards in a changing world.

- Starting in 2011 the Undergraduate College **revised major aspects of the curriculum**, including a new distribution framework centered on four Approaches to Inquiry fundamental to a liberal arts education: Scientific Investigation, Critical Interpretation, Cross-Cultural Analysis, and Inquiry into the Past. The College also articulated seven core learning goals to guide curricular development and assessment, created new quantitative requirements, added a new requirement for writing in majors, and rethought foreign language requirements.
- Since 2008 Bryn Mawr has **created or significantly revised 14 courses of study**, including a new Bi-College department of Environmental Studies; new majors in Biochemistry and Molecular Biology, International Studies, and Linguistics and Languages (Tri-College); significant revisions to French and French Studies (now French and Francophone Studies) and the Bi-College major in East Asian Studies (now East Asian Languages and Cultures); and eight new or redesigned minors or concentrations in Child and Family Studies, Chinese, Health Studies (Bi-College), Japanese, Middle Eastern Studies, Museum Studies, Neuroscience (Bi-College), and Latin American, Iberian, and Latina/o Studies. A working group also is in the process of developing a program in data science that will serve students across the curriculum. Many of these new courses of study are interdisciplinary and bolster connections between the Undergraduate College and the graduate programs.
- Since the last Self-Study, the Graduate School of Social Work and Social Research conducted a comprehensive strategic planning process leading to a revised curriculum to enhance career preparation. The School created new content foci, with new required courses in trauma-informed social work to reflect the emergence of this subfield, and in “Multiculturalism: Power, Privilege, and Oppression” as a faculty response to student requests for more formalized, in-depth coverage of this key area of theory and practice. In Fall 2017 the School convened a Teaching Consultation Group that brings faculty and doctoral students together to reflect and offer pedagogical support at the intersection of trauma-informed teaching and attention to diversity, equity, and inclusion.
- Research and emerging fields of inquiry drive innovation in the Graduate School of Arts and Sciences doctoral programs. Retirements have created the opportunity to appoint **faculty whose research diversifies curricula in the humanities** (e.g. South Asian material culture, Chinese art, data science approaches to archaeology) and the sciences (e.g. applied math topics, plasma physics).
- In the past decade Bryn Mawr has **greatly expanded its dual-degree programs**. External dual-degree opportunities have quadrupled, with the addition of 4+1 Masters programs in Engineering, Education and Teacher Certification, and Bioethics with the University of Pennsylvania; Public Health with Boston University; Chinese Studies with Zhejiang University; and Optics with the

University of Rochester. After a successful multi-year pilot, the College added an AB/MSS with the Graduate School of Social Work and Social Research in 2018.

3. **Bryn Mawr has become more attractive to a larger, more diverse, higher-achieving pool of students.** Curricular innovation, devotion of significant resources to financial aid, active outreach to students of talent from diverse backgrounds, and improved communication of strengths and achievements have increased awareness of the benefits of a Bryn Mawr education.
 - The **applicant pool has increased**, with the past five years seeing the five largest pools in the College's history. More students are making Bryn Mawr their first choice, with Early Decision applications rising year over year, up 22% from the prior year for the Class of 2022 and an additional 3% for the Class of 2023.
 - Admissions selectivity for the Class of 2023 is 33%, **the most selective on record**, compared with 49% in 2010 and 40% in 2013.
 - Over the past decade, **the College's international and domestic diversity have reached historic highs**: 34% of undergraduates are students of color (up from 21% in 2003 and 30% in 2013), while 18% are first-generation college-goers, and 22% are international students hailing from 42 countries.
4. **Faculty Diversity has increased significantly.** Over the past decade improvements to faculty search and hiring practices have ensured that diversity is prioritized in all phases. Hiring data demonstrate tangible results in regard to groups historically underrepresented in the faculty, and in fields where women are historically underrepresented.
 - **The percentage of full-time faculty of color increased 49%**, from 19% of faculty in AY2009-10 to 28% of faculty in AY2018-19.
 - In the most recent five years, **44% of tenure-track faculty who have joined the College identify as people of color.**
 - **Half of tenured and tenure-track faculty in Biology, Chemistry, and Economics identify as women**, a percentage approaching the College-wide female faculty proportion of 59%; gains have been made in other STEM departments as well.
5. **Bryn Mawr has innovated to enhance and deepen the student learning experience.** The College has engaged in intensive planning and institutional improvement to create a 21st-century liberal arts educational experience, centered around the provision of cutting-

edge skills and competencies thoroughly integrated into coursework, internship and work experiences, and personal and professional development.

- In 2013 Bryn Mawr established the Leadership, Innovation and the Liberal Arts Center, now known as **The Career & Civic Engagement Center**, an endowed center that combines experiential learning, career planning, leadership development, and civic engagement to help students forge connections between their work at the College and the world beyond it. The Center has increased students' ability to formulate long-term academic and career goals, access an expanded range of internship opportunities, connect with alumnae/i for networking and mentorship, and formally reflect upon and communicate to others the significance of their Bryn Mawr pursuits.
- In 2015-2017 Bryn Mawr established a **Digital Competencies** program designed to help students identify the digital competencies needed for 21st century life and work, find meaningful curricular and co-curricular opportunities for developing those competencies, and learn how to articulate their competencies to different audiences. Digital Competencies are part of the curriculum across departments and programs, and also integrated into co-curricular offerings, institutional infrastructure, and faculty and staff development opportunities.
- In 2013-2015 Bryn Mawr crafted an International Action Plan to organize its distributed international engagement entities and efforts and support the College's educational goal of cultivating global perspectives. As a result of the plan, the **Global Bryn Mawr** initiative began in 2016 and has created new study-away opportunities and travel-related resources for undergraduate and graduate students, along with grant programs for faculty and staff.

6. **Bryn Mawr has taken important steps to enhance student wellness and foster a community of equity and inclusion.** Bryn Mawr's culture of academic rigor has historically made work-life balance a challenge for students. The College is aware that today's students face unprecedented levels of pressure, and that students of color and first-generation college-going students face additional challenges born of historical and structural inequalities. Using data from an ACHA-National College Health Assessment student survey overseen by a Board Task Force, the College has invested and will continue to invest significant energy and resources to promote student well-being.

- In 2015 Bryn Mawr **overhauled its required wellness course into THRIVE**, a "transition to college" course integrating traditional topics like substance use and sexual health with a comprehensive introduction to campus resources, reflection on individual and community values, and the development of academic and

metacognitive skills. In 2019, the Graduate School of Social Work and Social Research began developing a graduate program modeled on THRIVE.

- Bryn Mawr has designed and allocated funds for the construction of a **new student center for well-being** in AY2020-21, which will put medical, counseling, spiritual and religious life, nutrition, career planning, civic engagement, and community-building services and resources under one roof, in a centrally located, easily accessible environment.
 - Since 2014 Bryn Mawr has taken institutional measures to assess, promote, and track progress on **diversity, equity, and inclusion**; to confront implicit and explicit racial and ethnic bias in the College's history and community; to welcome, recognize, and embrace students, faculty, and staff across multiple dimensions of identity; to provide venues for members of the community to meet as equals to discuss matters of bias and exclusion; to promote equity in student and staff pay; to identify and address structural disparities; and to support students in educational, activist, and community-building work around these issues.
 - In 2017 Bryn Mawr established a **History Working Group** of senior administrators, faculty, students, staff, and trustees to research the actions and legacy of the College's influential first dean and second president, M. Carey Thomas. A leader in expanding access for women to higher education, Thomas also held racist, anti-Semitic, and Eugenicist views that negatively impacted the College during her presidency and for decades afterwards, manifesting in policies and practices that denied and restricted access and equal opportunity to African American women, other women of color, and Jewish women, and created a harmful legacy of exclusion. In summer 2018 the Board of Trustees announced that the iconic campus building renamed in Thomas's honor in 1935 be known henceforth as Old Library while retaining the engraving of her name, concurring with the Working Group's emphasis on engaging this history as part of our work to address histories of exclusion. In Fall 2018 President Cassidy announced her first annual **Equity and Inclusion Draft Framework for Action** to sharpen the focus on institutional structures, policies, and practices that can contribute to inequities, and invited suggestions from students, faculty, and staff. The College is taking a data-driven approach to identifying and addressing such disparities.
7. **Bryn Mawr has increased its capacity to fund and support its goals and initiatives.** Fundraising and assets have increased in recent years, while strategic additions, consolidations, and reorganization of staff and academic courses of study have enabled Bryn Mawr to direct its resources to our highest priorities.

- The Defy Expectation fundraising campaign, the most ambitious in Bryn Mawr's history, began in 2011 and has raised more than \$247 million to date. During this time, Bryn Mawr has added \$139 million to its endowment, with the endowment standing at \$888 million as of the 2019 audit. The last two years also have seen successive historic highs in individual donations, including a gift equal to the largest ever made by a woman to a women's college.
- Since the last Self-Study, Bryn Mawr has strengthened its financial planning practices through extensive education and stakeholder involvement. The College Finance Committee and the Board of Trustees have participated in expanded discussions of major drivers of and risks inherent in the College's finances. Senior staff review budget decisions and allocations to ensure budget decisions reflect institutional priorities and strategic goals. A broadened range of stakeholders, notably the College Budget Committee comprised of faculty, students, and staff, gives input into the budget. In part as a result of these efforts, Bryn Mawr has achieved positive operating results in 14 of the last 15 fiscal years while increasing investment in strategic initiatives. Over the last five years, we have added approximately \$3.1 million of incremental support in advancement of our vision. We also are in the midst of two major capital projects: improvements to the Park Science complex as part of our Academic Excellence priority, and construction of a new Student Life and Wellness Center in support of our Pathways to Purpose and Engaged Students, Engaged Community priorities.
- The senior administration has engaged in a thorough review of operating budgets so as to redirect existing funds to pressing needs. During the past three budget cycles (FY18, FY19, and FY20) a total of \$1.9 million was eliminated from existing expense budgets and allocated to high priority items. Simultaneously the College has restrained cost growth, enabling the return of a percentage of the annual endowment draw to the endowment to buffer future financial challenges and ensure intergenerational equity.
- The College meets 100% of demonstrated student need, with approximately half the undergraduate student body receiving some form of need-based aid. In recent years Bryn Mawr has refined its financial aid policies to enable students to better leverage outside funding sources. The Graduate School of Arts and Sciences has increased its doctoral stipends, which now stand at nationally competitive levels.
- About two-thirds of new departments, majors, minors, and other courses of study created in the past decade are multidisciplinary within the College, and/or collaborative with partner institutions, enabling Bryn Mawr to innovate and maintain rigorous standards in a resource-efficient manner.

i.2. Areas for Improvement and Further Innovation

1. **Equity and Inclusion.** While the racial and ethnic diversity of the campus has increased significantly, as has the percentage of first-generation college-goers among the student body, Bryn Mawr needs to work to further increase diversity among students and faculty; to assess and promote staff diversity; and to craft policies, practices, and a campus culture that ensure equity and inclusion across multiple aspects of identity (see Institutional Overview and Strategic Planning, Section I.1; Academic Excellence, Section III.2; Engaged Students, Engaged Community, Section VI.2). Bryn Mawr will need to continue to engage in substantive community dialogue, disaggregate data, revise policies, and carefully shepherd resources to ensure ongoing cultivation of socioeconomic diversity in the faculty, staff, and student body, and to address structural inequalities, implicit bias, and legacies of the past.
2. **Assessment and Evaluation.** The Self-Study has revealed myriad evaluation efforts and assessment methods across Bryn Mawr's institutional priority areas, and in governance, leadership, and resource management. (see for example Institutional Overview and Strategic Planning, Section I.2; Academic Excellence, Section III.1.a, b, d; Skills for Effective Lives, Section IV.1; Pathways to Purpose, Section V.1, 2; Engaged Students, Engaged Community, Section VI.1, 4; Governance, Resources, and Ethics, Section VII.2). Some of these efforts have resulted in more useful data than others. We are learning from assessment methods that turned up significant data and those that did not, and using the latter to help shape revised assessment approaches. The College will continue to modify and innovate with quantitative and qualitative assessment methods, and to maintain flexibility in customizing evaluation to the needs and conditions of particular activities, contexts, educational goals, and courses of study.
3. **Graduation Rate.** Bryn Mawr's six-year graduation rate is well above the national average but below the average of its peer institutions and slightly lower than the average of women's liberal arts colleges (whose rates tend to be lower than the aggregate of all small liberal arts colleges). The College has implemented policies to address this issue and made modest progress: in 2008 the six-year graduation rate was 80%, while in 2018 it was 87%, and both the 10-year and 20-year trends of this metric are upward. (see Institutional Overview and Strategic Planning, Section I.2; Skills for Effective Lives, Section IV.2, 4). Bryn Mawr must continue to work to reach and sustain its benchmark goal of a 90% six-year graduation rate.
4. **Next Steps for The Career & Civic Engagement Center:** In its initial years, The Center has made significant progress in helping students forge connections between their work at the College and the world beyond Bryn Mawr. Opportunities exist for further synergies between The Center and other campus offices. In addition, The Center has implemented effective measures to assess student participation and satisfaction with its

programming. Now that the first classes with full exposure to The Center are graduating, we will assess the impact of this programming on students' professional outcomes.

5. **Connecting Students to Philadelphia.** Tri-Co Philly, in which Bryn Mawr, Haverford, and Swarthmore Colleges cooperatively offer urban-focused courses in Philadelphia, is in its earliest stages. (see Academic Excellence, Section III.6). We are monitoring its development to ensure the curriculum, organizational structure, staffing, and resourcing are sufficient and well-suited to the realization of the important goal of enhancing Bryn Mawr's connection to the city.

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I. Institutional Overview and Strategic Planning

MSCHE Standards: I (all); VI (1, 2, 9); VII (4)

I.1. History and Overview

MSCHE Standards: I (1, 4)

Established in 1885 by the will of Joseph W. Taylor, a physician who wanted to create a college “for the advanced education of females,” Bryn Mawr is one of the Northeastern “Seven Sisters” colleges founded to advance women’s education in the middle and late 19th century. The College began as a Quaker institution but quickly became nondenominational, prioritizing excellence in scholarship over religious affiliation in the appointment of faculty and admission of students.

Bryn Mawr’s founding mission was to offer women a more rigorous education than any then available. It offered undergraduate and graduate courses of study from the outset, the first women’s college to offer the Ph.D. and among the first colleges of any kind to offer a Ph.D. in Social Work. Bryn Mawr gave women the opportunity to conduct original research, a European model at the time available only to men at a few elite institutions. Bryn Mawr’s undergraduate and graduate programs became widely viewed as models of academic excellence in the humanities and the sciences, helping to elevate higher-education standards nationwide.

The pursuit of academic excellence for women was difficult in light of contemporary social attitudes about women, and its implementation at Bryn Mawr constituted a challenge and rebuke to those attitudes, helping to change them over time. At the same time, the College’s policies and practices reflected and reinforced prevailing contemporary attitudes about race and ethnicity. M. Carey Thomas, the College’s influential first dean and second President, was deeply influenced by the scientific racism and xenophobia that were pervasive across the political spectrum and throughout Progressive intellectual circles during the late 19th and early 20th centuries. Thomas’ views negatively impacted the College during her presidency and for decades afterwards, manifesting in policies and practices that denied and restricted access and equal opportunity to African American women, other women of color, and Jewish women; and more broadly creating a culture of exclusion that harmed the College and whose harm continues to be felt today.

Since its last Self-Study, Bryn Mawr has grappled with this complex legacy with renewed focus. As it marks its 135th year of continuous operation, the College continues to pursue the fulfillment of its founding spirit by embodying 21st century academic excellence and working to create an open community where everyone feels and experiences an equal sense of opportunity, belonging, and ownership.

Today these efforts are led by Bryn Mawr's ninth President, Kimberly Wright Cassidy, in concert with a globally diverse, tight-knit community in which students work with each other, an exceptional faculty of scholar-teachers, and a talented and dedicated staff to turn intellectual passions into lives of purpose.

The College has more than 20,000 living graduates in 96 countries, active in virtually every field imaginable. Notable alumnae include, among many others, Nobel Peace Prize recipient Emily Greene Balch (1889); Academy Award-winning actress Katharine Hepburn (1928); philosopher and social activist Grace Lee Boggs (Ph.D., 1940); university presidents Hanna Holborn Gray (1950), Drew Gilpin Faust (1968), and Mary Patterson McPherson (Ph.D., 1969); economist Alice Rivlin (1952); multiple award-winning theater producer and director Lynne Meadow (1968); former U.S. Representative Allyson Schwartz (MSS, 1972); Santander Group Executive Chairman Ana Botin (1981); Global Fund for Children founder Maya Ajmera (1989); London-based venture capitalist Sonai DeRycker (1995); Dr. Francine Morris, creator of a new class of synthetic antibiotics (2000); IBM Watson research scientist and 30 under 30 Forbes Innovator in Science Jessie Rosenberg (2003); and musician and author Michelle Zauner (2011).

Bryn Mawr's campus comprises 135 acres in a town of the same name (Welsh for "great hill") in the Philadelphia suburbs. Based in part on a plan penned by Central Park designer Frederick Law Olmsted, the campus became internationally recognized for its beauty and has the distinctions of being a National Register Historic District and a functioning arboretum. It houses just over 40 buildings, many of which are influenced by the architecture of Oxford University and constitute some of the earliest examples of the Collegiate Gothic style in the United States.

The center of Bryn Mawr's academic offerings is the women's residential Undergraduate College of approximately 1,350 students, more than 90% of whom live on campus. Bryn Mawr also includes two co-educational graduate schools, the Graduate School of Arts and Sciences (GSAS) and the Graduate School of Social Work and Social Research (GSSWSR), and a Postbaccalaureate Premedical Program, with a combined enrollment of 310 students. The prominent presence of graduate programs is a distinctive feature of Bryn Mawr among small liberal-arts colleges, and there is significant curricular, pedagogical, and institutional crossover and enrichment among the graduate and undergraduate programs.

Bryn Mawr employs 129 tenured or tenure-track faculty and 21 full-time continuing non-tenure track faculty, and recently was ranked among the top five liberal arts colleges in support for faculty research and the percentage of faculty receiving prestigious awards. In keeping with the small liberal arts college model, the undergraduate student-to-faculty ratio is 9:1, with a median class size of 14. The Undergraduate College offers 39 majors alongside 53 minors and concentrations. Students' major choices reflect a wide range of disciplinary and multidisciplinary interests across the humanities, sciences, and social sciences: based on 2014-2018 graduation data, the 10 most popular majors in recent years include Psychology, Mathematics, Biology,

English, Political Science, Sociology, Economics, Growth and Structure of Cities, Anthropology, and International Studies.

The course catalogue contains approximately 325 offerings from 25 departments and several degree-granting programs. Bryn Mawr is a member, with Haverford and Swarthmore Colleges, of the Tri-College Consortium, affording students access to another 700 courses along with additional majors and cooperative minors; and the Quaker Consortium, with Haverford, Swarthmore, and the University of Pennsylvania, offering a combined catalogue of more than 3,300 courses along with several dual-degree programs.

Bryn Mawr students were among the first in the nation to be granted self-governance, a tradition that continues into the present. The student Honor Code and Honor Board remain central to the College's culture and institutional structure. The student body, undergraduate Self-Government Association, and graduate student governance bodies are integrally involved in College decision-making via membership on multiple committees. More broadly, student organizations, affinity groups, and members of the student body exercise collaborative and leadership roles in making change at Bryn Mawr, from curriculum to resource allocation, to strategic visioning, to residential life and social fabric, to research-based projects like "Black at Bryn Mawr" and "We Are/We Have Always Been," which digitized, preserved, and called attention to histories of race and racism, and LGBTQ history, respectively, at Bryn Mawr.

Academic rigor has always been central to Bryn Mawr's mission, and the College's courses add up to more than a strong curriculum. Along with the students enrolled in them, they constitute a living argument for the equal right and ability to access, benefit from, and make change with an exceptional postsecondary education. It is difficult to fully grasp Bryn Mawr's culture without an awareness of this distinctive aspect. For example, it helps explain the College's excellence in STEM, an area where women have faced and continue to face particularly strong systemic barriers to entry and advancement. Bryn Mawr graduates women in STEM fields at a rate 2-½ times the national average and is the only women's college that appears on new-global-economy publication *Quartz*'s list of 25 schools responsible for the greatest advances in science.

Bryn Mawr's strength in STEM flows from its status as a small liberal arts college where the humanities continue to thrive. The College has well-recognized strengths across all its academic divisions and embraces an integral, humanistic vision of all fields: the resources and epistemological insights of each area inform the others, in both the design of the curriculum and the academic experiences of our students. A faculty of scholar-teachers engages in leading-edge research across the liberal arts, and they bring their research into the classroom through intensive student-faculty interaction and mentorship. In recent years Bryn Mawr has been particularly active in creating new multidisciplinary courses of study, and in supporting deep research and practical application, with substantial institutional and financial support for undergraduate

research and travel. Virtually every major across the arts, humanities, social sciences, and sciences offers a thesis or capstone experience, and many require it.

Innovative curricular and co-curricular offerings ensure that students in all majors are able to access the skills and opportunities to maximize their educational experiences and make a practical impact in the world. For example, the Undergraduate College's 360° program enables cohorts of students to participate in multidisciplinary course clusters in which they work on a single topic with faculty in the arts, humanities, social sciences, and sciences. Among its many initiatives and offerings, The Career & Civic Engagement Center (The Center) coordinates Praxis courses, which offer students immersive experiences outside the classroom that go hand-in-hand with their academic learning. The Center also offers co-curricular programming for professional development and civic engagement, structured around a framework of seven core competencies to help prepare liberal arts students to be effective, self-aware leaders in their chosen life pursuits. And Bryn Mawr's Digital Competencies initiative, along with robust resources for writing and quantitative skills, enable students to acquire and develop the tools they need to succeed as professional, civic, and social actors in the 21st century.

Likewise, Bryn Mawr recognizes that diversity is a critical source of academic excellence. This recognition is a major driver of Bryn Mawr's 2018 Equity and Inclusion Draft Framework for Action, which aims to sharpen the College's focus on institutional structures, policies, and practices that can contribute to inequities. The Draft Framework lays out a series of initiatives to address racial inequities and to examine institutional roots of structural bias, including data-driven assessments of diversity and equity across the campus community; implicit bias training; efforts to maximize the diversity of the prospective student pool; new approaches to faculty searches and hiring; new staff positions to support student programming related to equity and inclusion; initiatives to reduce disparities in student pay and increase pay for our lowest-paid staff members; and a continuing commitment to meet 100% of demonstrated student financial need, supplemented by revised policies enabling students to better leverage outside sources of aid.

Bryn Mawr's strengths, commitments, and aspirations for academic excellence, innovation in the liberal arts, the empowerment of women, and equity and inclusion are the focus of the College's Mission Statement, revised in 2019:

Bryn Mawr College educates students to the highest standard of excellence to prepare them for lives of purpose. The College's rigorous liberal arts curriculum and distinguished graduate programs foster a thirst for knowledge, open inquiry, global perspectives, civic engagement, and innovation through study across the arts, humanities, sciences, and social sciences. A world-class faculty of teacher-scholars, a talented staff, and a tight-knit student body cultivate intellectual curiosity, independence, personal integrity, and resilience in a community of passionate, joyful learners.

As a residential women's college at the undergraduate level, and through coeducational graduate programs in arts and sciences, in social work, and in postbaccalaureate premedical training, Bryn Mawr is committed to women's education and empowerment, to gender equity, and to supporting all students who choose to pursue their studies here.

Equity and inclusion serves as the engine for excellence and innovation. A commitment to racial justice and to equity across all aspects of diversity propels our students, faculty, and staff to reflect upon and work to build fair, open and welcoming institutional structures, values, and culture.

Emerging from their Bryn Mawr experience equipped with powerful tools and with a deeper understanding of the world and each other, our graduates define success on their own terms and lift up others as they make a meaningful difference in the world.

This renewed statement of the College's Mission was shaped by an intensive assessment and strategic planning process outlined in the next subsection and detailed in Sections III through VII. These assessment and strategic planning activities have guided Bryn Mawr's priorities and resource allocation in recent years and formed the template for this Self-Study.

These assessment and planning activities also explain how Bryn Mawr has been able to successfully position itself in a highly competitive educational market, and why it is thriving and growing at a time when some question the need for women's colleges, and when institutions of higher education, especially small liberal arts colleges, face immense financial and political pressures. More students than ever are interested in what a Bryn Mawr education has to offer, and more are making Bryn Mawr their first choice: 2013-2018 saw the five largest applicant pools in the College's history, and 2018 Early Decision applications were up 22% over the prior year, with 2019 Early Decision applications up another 3%. Bryn Mawr has in recent years welcomed the most talented incoming classes in its history, and admission selectivity is at an all-time high. This heightened enthusiasm has helped spur the most significant fundraising successes in the College's history, including a gift equal to the largest ever made by a woman to a women's college, in support of a campaign with a \$250 million minimum goal (Bryn Mawr's most ambitious ever). The endowment is valued at \$888 million as of the 2019 audit. We believe this increased student interest and alumnae/i support, spurred by clear, mission-driven priorities emerging from assessment, has created a virtuous cycle that will enable Bryn Mawr to meet challenges and continue progressing for years to come.

I.2. Institutional Assessment and Strategic Planning

MSCHE Standards: I (all); VI (1, 2, 9); VII (4)

Bryn Mawr has undertaken an intensive, multi-year strategic assessment, planning, and visioning process with integral feedback from all community stakeholder groups, resulting in broad consensus on institutional priorities that address existing strengths, widely felt needs, and documented assessment data. The process has built on work done during the administration of former President Jane McAuliffe, when the Thinking Forward Group, a strategic planning committee comprised of faculty, trustees, and senior staff, collected recommendations from a series of task forces and committees that had worked to identify Bryn Mawr's strengths and strategize about how those strengths could be leveraged to fortify the College in response to ongoing and future challenges. These initiatives included the Board of Trustees' Task Forces on Balancing Mission and Resources, the Competitive Position of the College, and Alumnae/i Engagement; annual reports of the faculty Committee on Academic Priorities; and the Curriculum Committee/Curricular Renewal Working Group comprised of faculty, administrators, and students. The process culminated in the 2012 *Plan for Bryn Mawr*.

In February 2014, Provost Kim Cassidy became President, after serving in an interim role since June of the prior year. She immediately sought input from all campus constituencies and the Board of Trustees to revisit *The Plan for Bryn Mawr* and develop a strategic vision with refined priorities – a practice of regular institutional assessment and reflection that has since become firmly institutionalized at Bryn Mawr (see Section VII, Governance, Resources, and Ethics).

This iterative assessment process, with intensive investigation, dialogue, and feedback across the Bryn Mawr community, produced strong consensus on areas where Bryn Mawr needed to build on its strengths in order to address ongoing and future challenges:

- Campus conversations and alumnae/i survey data from COFHE (the Consortium on Financing Higher Education) revealed broad recognition of a need and opportunity to promote curricular innovation, leveraging Bryn Mawr's longstanding academic excellence in the liberal arts to make the College a leader in 21st century liberal arts education.
- COFHE data and input from multiple campus constituencies indicated a clear need to enhance the student learning experience by enabling students to develop additional skills to make effective use of a multidisciplinary, digitally literate liberal arts education.
- Feedback from faculty, alumnae/i, employers, and current students revealed a nearly universal perception that students had insufficient supports and learning opportunities to effectively communicate to employers and the broader society the purpose and value of their work at Bryn Mawr, and to translate their skills into the widest possible variety of post-graduation pathways.

- Assessment data showed a small but persistent shortfall in student retention and six-year graduation rates relative to peer institutions; and community feedback indicated that Bryn Mawr needed to devote resources to delivery of the student experience to improve student satisfaction and cultivate a fully engaged, welcoming community of equity and inclusion.

Cassidy and her team worked with the Board of Trustees, faculty, students, staff, alumnae/i, and the Strategic Advisory Group (successor to the now-defunct Thinking Forward Group) to develop a comprehensive strategic vision that would address these challenges by seizing opportunities for innovation and national leadership in liberal arts education.

The result was the publication in early 2017 of *Excellence in Action*, the College's description of its strategic vision. *Excellence in Action* is centered around four clearly articulated priorities, each of which directly addresses the above-noted institutional challenges in a broad, forward-looking manner aimed at moving the entire institution forward. *Excellence in Action* describes the priorities as follows:

Academic Excellence. *The Centerpiece of a Bryn Mawr education always will be the College's exceptional academic programs in the humanities, sciences, social sciences, and arts. We will continue to innovate, especially in fields where women are traditionally sidelined; we will enhance signature opportunities for high-impact educational experiences and advanced study.*

Skills for Effective Lives. *We will enhance support for the powerful cross-disciplinary skills of the liberal arts, including critical thinking, argumentation, and writing; quantitative and digital competencies; global engagement; and collaboration and leadership.*

Pathways to Purpose. *We will invest in curricular and co-curricular programs that enhance students' ability to connect what they learn in the classroom with what they will do in the world, including research opportunities; experiential learning; internships and work; global experiences; and programs of our Career & Civic Engagement Center.*

Engaged Students, Engaged Community. *We will help our students to use the campus as a laboratory for making an impact and will foster student well-being and growth through support for diversity and inclusion programs; athletics; wellness and whole-person development; and rich opportunities to develop leadership.*

Each priority has five to seven Action Steps associated with it, which form the basis for the lines of inquiry of this Self Study and are detailed below in Sections III-VII. The Action Steps enable Bryn Mawr community members to understand what the priorities mean and entail, and allow the College to engage in informed resource management and detailed assessment activities in furtherance of its mission and priorities (see Governance, Resources, and Ethics, Section VII.2).

Senior staff have also been guided by the priorities established by the *Excellence in Action* planning process in setting annual and long-range administrative goals. Each member of the senior staff submits annual goals to the President, and reports on progress toward goals at the end of the fiscal year. These reports inform both annual reviews of senior administration and the 360° reviews that take place every five years.

The College has also identified four goals to be used as benchmarks for institutional progress in fulfilling Bryn Mawr's strategic vision, as follows:

- Strength of a diverse applicant pool and matriculating classes of undergraduate women with strong academic potential and a purposeful vision for their lives;
- Positive student experience, as indicated by retention and graduation rates and alumnae and student perceptions;
- Positive student outcomes, as assessed by employment and graduate study outcomes for students and alumnae/i, and alumnae assessment of graduate study, career, and skills preparation; and
- Enhanced institutional visibility, prestige, and pride, as measured by media presence; assessment by peers; and alumnae attitudes, engagement and philanthropic support.

Comprehensive, formal assessment of our progress in meeting these goals was instituted by senior staff in 2017. Assessment data was collected in 2017 and 2018, and senior staff determined that the initial set of metrics was excessively detailed and would be more useful if more tightly focused. In 2019 the senior staff thus engaged in an iterative process to create a revised set of metrics designed to provide focused behavioral and attitudinal measures of success in achieving the four benchmarks. The active participation of senior staff also ensures that the benchmarks inform the goal-setting, resource allocation, and assessment on the individual departmental and office level across Bryn Mawr (see also Governance, Resources, and Ethics, Sections VII.1.a, c, and d; VII.2.b).

In all, Bryn Mawr's strategic visioning and priority setting process has included significant assessment, reflection, ideation, input, and refinement. It has afforded every College constituency iterative opportunities to help formulate the vision, priorities, and action steps, and has produced institutional priorities that speak clearly to Middle States Standards of Excellence.

II. Approach and Structure of Self-Study

II.1. Self-Study Approach

Bryn Mawr has conducted a *priorities-based Self-Study* (rather than a Standards-based study) because the College is operating under an up-to-date, assessment-driven strategic vision with clearly articulated institutional priorities and action steps. More specifically:

- **We have well-defined priorities.** Organizing the Self-Study around institutional priorities maximizes the value of the process for Bryn Mawr.
- **We have a history of planning with these priorities.** Bryn Mawr's planning process has been broad and deep. The awareness and energies of the entire community are focused on these priorities and action steps, and so it makes sense to continue that organizational orientation in the Self-Study process.
- **Our priorities are strongly aligned with our mission and culture.** Priorities and action steps are linked organically to the needs expressed by stakeholder groups, undergraduate and graduate educational strengths, and the College's historical roots and present-day campus culture. We have thus proceeded with confidence that our institutional priorities and action steps represent a reliable, productive basis for the Self-Study.
- **Our priorities align well with Middle States Standards of Excellence.** The institutional priorities and action items of *Excellence in Action* apply in multiple, easily discernible ways to Middle States Standards of Excellence.

II.2. Self-Study Participants and Chronology

Bryn Mawr's Self-Study participants are organized into a Steering Committee and seven working groups, the chairs of which are all members of the Steering Committee. Four of the working groups collected and analyzed evidence relevant to the College's four institutional priorities, following lines of inquiry based on the relevant action steps.

Bryn Mawr also places the highest value on the excellence and long-term sustainability of its two graduate schools and its graduate programs, which are tightly integrated with the rest of the College academically, institutionally, governmentally, and culturally. The priorities and goals of the graduate divisions are thus highly congruent with those articulated in *Excellence in Action*. Accordingly, a Graduate-level Working Group collected and analyzed graduate-specific documentation relevant to all four institutional priorities, and their findings were integrated with those of each priority Working Group. A Governance, Resources, and Ethics Working Group ensured that the Self-Study collected and analyzed evidence of Bryn Mawr's fulfillment of Middle States Standards II (Ethics and Integrity), VI (Planning, Resources, and Institutional

Improvement), and VII (Governance, Leadership, and Administration). And a Compliance Working Group collected evidence to demonstrate Bryn Mawr's fulfillment of Middle States Requirements of Affiliation and compliance with accreditation-relevant federal regulations.

Steering Committee

Mary Osirim, <i>Co-Chair</i>	Provost; Professor of Sociology
Richard Barry, <i>Co-Chair</i>	Director of Institutional Research, Planning, and Assessment
Judith Balthazar	Dean of Studies
Linda-Susan Beard	Former Chair, Curriculum Committee; Associate Professor of English; Director of Africana Studies
Millie Bond	Director of Alumnae Relations
Sharon Burgmayer	Dean of Graduate Studies; W. Alton Jones Professor of Chemistry
Nanda Bhushan	Class of 2019; President, Self-Government Association AY2018-19
Isaac Craig	Ph.D. Candidate, Co-Chair, Graduate Student Association, Graduate School of Arts and Sciences (GSAS)
Ann Diaz-Barriga	Director of Development and Alumnae/i Services, Development
Kari Fazio	Chief Financial Officer and Chief Administrative Officer
Jesse Gale	Chief Communications Officer
Jonas Goldsmith	Former Chair, Committee on Academic Priorities; Associate Professor of Chemistry
Cheryl Horsey	Chief Enrollment Officer
Katie Krimmel	Associate Dean, Career & Civic Engagement Center
Alice Lesnick	Term Professor of Education and Director, Bryn Mawr/Haverford Education Program; Associate Dean for Global Engagement
Ruth Lindeborg	Chief of Staff/Secretary of the College
Robert Miller	Chief Alumnae Relations and Development Officer
Bill Malachowski	Associate Provost; Professor of Chemistry
Kirsten O'Beirne	Registrar
Lindsey Palumbo	Associate Director of Institutional Research
Matt Ruben	Assistant to the Provost for Middle States Accreditation
Margaret Sarkela	Trustee; Bryn Mawr Class of 1974
Janet Shapiro	Dean of the Graduate School of Social Work and Social Research (GSSWSR); Professor of Social Work; Director of The Center for Child and Family Wellbeing
Gina Siesing	Chief Information Officer and Director of Libraries
Carolyn Solo	Ph.D. Candidate, GSSWSR
Jennifer Spohrer	Director of Educational Technology Services
Tijana Stefanovic	Controller
Kathy Tierney	Director of Athletics and Physical Education

Jennifer Walters

Dean of the Undergraduate College

Academic Excellence Priority Working Group (see Section III)

Judith Balthazar, *Co-chair* Dean of Studies

Bill Malachowski, *Co-chair* Associate Provost; Professor of Chemistry

Linda-Susan Beard Former Chair, Curriculum Committee; Associate Professor of English; Director of Africana Studies

Monica Chander Associate Professor of Biology

Xuemei May Cheng Associate Professor of Physics

Pedro Marenco Associate Professor of Geology

Roberta Ricci Chair and Associate Professor of Italian

Precious Robinson Class of 2019, Self-Government Association Representative to the Curriculum Committee, AY2018-19

Joel Schlosser Associate Professor of Political Science

Sarah Slates Ph.D. Candidate, Graduate School of Social Work and Social Research

Audrey Wallace Ph.D. Candidate, Graduate School of Arts and Sciences

Skills for Effective Lives Priority Working Group (see Section IV)

Alice Lesnick, *Co-chair* Term Professor of Education and Director, Bryn Mawr/Haverford Education Program; Associate Dean for Global Engagement

Jennifer Spohrer, *Co-chair* Director of Educational Technology Services

Nell Anderson Director, Praxis and Community Partnership Programs

Gail Hemmeter Director of Writing; Senior Lecturer, English

Jessica Hollinger Associate Director of Experiential Education

Betsy Horner Director, Quantitative Learning Center; Lecturer

Cheryl Horsey Chief Enrollment Officer

Betty Litsinger Director of Multilingual Writing

Mark Matlin Senior Lecturer and Lab Coordinator of Physics

Mike Noel Marion Reilly Professor of Physics

Alex Pfundt Research and Instruction Librarian; Coordinator of Information Literacy

Christina Rose Assistant Dean of the Undergraduate College

Sarah Theobald Academic Program Administrator

Kate Weiler Class of 2020

Pathways to Purpose Priority Working Group (see Section V)

Katie Krimmel, *Co-chair* Associate Dean of The Career & Civic Engagement Center

Millie Bond, *Co-chair* Director of Alumnae Relations

Michael Allen	Chair and Professor of Political Science on the Harvey Wexler Chair in Political Science; Co-Director, International Studies Program
Amanda Chudnow	Director of Family Giving
Gabrielle Gary	Associate Director of Affinity Programs
Dayna Levy	Director of Career and Professional Development
Angie Mohammad	Class of 2022
Tonja Nixon	First-Year Experience Coordinator
Lindsey Palumbo	Associate Director of Institutional Research
Megan Pongratz	Associate Director of Career Development and Outcomes Assessment
Jennifer Prudencio	Associate Director of Employer Relations and Internships

Engaged Students, Engaged Community Priority Working Group (see Section VI)

Kathy Tierney, <i>Co-chair</i>	Director of Athletics and Physical Education
Jennifer Walters, <i>Co-chair</i>	Dean of the Undergraduate College
Musckaan Chauhan	Class of 2020
Vanessa Christman	Assistant Dean of the College for Access and Community Development, the Pensby Center for Community Development and Inclusion
Ellie Esmond	Director of Service and Leadership Programs
Rachel Heiser	Director of Academic Support Services
Patricia Lausch	Director of International Student and Scholar Services
Angie Sheets	Director of Residential Life
Bethany Schneider	Associate Professor of English
Jennifer Skirkanich	Lecturer, Biology

Graduate-level Working Group (see Sections II through VI)

Sharon Burgmayer, <i>Co-chair</i>	Dean of Graduate Studies; W. Alton Jones Professor of Chemistry
Janet Shapiro, <i>Co-chair</i>	Dean of the Graduate School of Social Work and Social Research (GSSWSR); Professor of Social Work; Director of The Center for Child and Family Wellbeing
Penny Armstrong	Eunice M. Schenck 1907 Professor of French and Director of Middle Eastern Languages; Chair of the Faculty 2016-2018
Annette Baertschi	Associate Professor of Greek, Latin, and Classical Studies and Director of the Graduate Group
Xuemei May Cheng	Associate Professor of Physics
Isaac Craig	Ph.D. Candidate, Co-Chair, Graduate Student Association, Graduate School of Arts and Sciences (GSAS)

Maria Dantis	Programs Director, GSAS
Antoinette Harrison	Assistant Dean for Administration, GSSWSR
Homay King	Professor of History of Art and The Eugenia Chase Guild Chair in the Humanities
Yan Kung	Associate Professor of Chemistry
Anita Kurimay	Assistant Professor of History
Astrid Lindenlauf	Associate Professor of Classical and Near Eastern Archaeology
Paul Melvin	Professor of Mathematics
Carolyn Solo	Ph.D. Candidate, GSSWSR
Tom Vartanian	Professor of Social Work; Chair, Graduate Council
Zach Verbin	Ph.D. Candidate, GSSWSR
Audrey Wallace	Ph.D. Candidate, GSAS
James Woodruff	MSS Candidate, GSSWSR

Governance, Resources, and Ethics Working Group (see Section VII)

Ruth Lindeborg, <i>Chair</i>	Chief of Staff/Secretary of the College
Penny Armstrong	Eunice M. Schenck 1907 Professor of French and Director of Middle Eastern Languages; Chair of the Faculty 2016-2018 Class of 2019; Chair of the Honor Board 2018-2019
Sofia Colesimo	Chief Financial Officer and Chief Administrative Officer
Kari Fazio	College Counsel
Samuel Magdovitz	Trustee; Bryn Mawr Class of 1974
Margaret Sarkela	

Compliance Working Group

Kirsten O’Beirne, <i>Chair</i>	Registrar
Susan Chadwick	Director of Financial Aid
Jane Epstein	Assistant Secretary of the College
Toni Harrison	Assistant Dean for Administration, Graduate School of Social Work and Social Research
Tijana Stefanovic	Controller

As each Working Group has assembled, digested, and analyzed evidence, it has collaborated with and sought input from the other Working Groups, the Steering Committee, and key College offices including but not limited to the President’s Office, the Provost’s Office, the Office of the Registrar, the Dean’s Office, Library and Information Technology Services (LITS), the Office of the Controller, and the Office of Institutional Research, Planning, and Assessment.

Self-Study Chronology

- | | |
|----------------------------|--|
| Sep 2014-Feb 2017 | <ul style="list-style-type: none">• Strategic planning and visioning process under President Kim Cassidy• Publication of <i>Excellence in Action</i> |
| Nov 2017 | <ul style="list-style-type: none">• Bryn Mawr representative attends Middle States Self-Study Institute• Create Steering Committee |
| Jan-Apr 2018 | <ul style="list-style-type: none">• Determine Self-Study format – Priorities-based• First meeting of Steering Committee• Update Faculty on Self-Study process and format• Final Selection of Working Group Co-chairs• Working Group Co-chairs draft Self-Study Design section outlines• Working Group Co-chairs begin to identify documents for Evidence Inventory |
| May-July 2018 | <ul style="list-style-type: none">• Working Group Co-chairs draft narratives for Self-Study Design• Working Group Co-chairs populate Working Groups• Steering Committee drafts Self-Study Design |
| Aug-Sep 2018 | <ul style="list-style-type: none">• Complete Draft of Self-Study Design• Update faculty and Curriculum Committee on Self-Study process• Provide Middle States Accreditation Process Document to new Trustees |
| Oct-Nov 2018 | <ul style="list-style-type: none">• Convene Working Groups for evidence collection and analysis• Submit Draft Self-Study Design to MSCHE VP Liaison• Update Board of Trustees and Bryn Mawr community on process• Trustees review Mission Statement• Final Self-Study Design Revisions and approval by MSCHE VP Liaison |
| Dec 2018 – Mar 2019 | <ul style="list-style-type: none">• MSCHE VP Liaison Self-Study Preparation campus visit (December 13)• Working Groups collect and review data for Evidence Inventory• Working Groups create first drafts of their Self-Study portions• Update Bryn Mawr Community on Self-Study process• First draft of Self-Study submitted to Steering Committee• Incorporate revisions from Steering Committee Review |
| April 2019 | <ul style="list-style-type: none">• First Public Draft of Self-Study submitted to Bryn Mawr community |
| May-Oct 2019 | <ul style="list-style-type: none">• Revise Draft Self-Study based on community feedback• Working Groups revise text and complete Evidence Inventory as needed• Final Public Draft of Self-Study submitted to Trustees and campus community• Steering Committee reviews and approves final Draft Self-Study Report |
| Nov 2019 | <ul style="list-style-type: none">• Upload final Draft Self-Study Report and Evidence Inventory to MSCHE portal• Visiting Team Chair visit |
| March 2020 | <ul style="list-style-type: none">• Visiting Team on campus |
| April 2020 | <ul style="list-style-type: none">• Visiting Team report• Institutional response |

II.3. Structure and Content of Report

- **Sections i-ii:** An Executive Summary highlighting Key Findings and Areas for Improvement and Further Innovation (Section i), and a Table of Contents (Section ii).
- **Sections I-VII:** Sections detailing Bryn Mawr's strategic planning process and Self-Study structure, and providing evidence of fulfillment of Middle States Standards of Excellence and Requirements of Affiliation: an overview of the institution's history, structure, mission, priorities, and strategic planning process (Section I); a description of the Self-Study (Section II); evidence of activity on each institutional priority (Sections III-VI); and evidence of activity on Governance, Resources, and Ethics (Section VII).
- **Sections VIII-IX:** Acknowledgements and a brief description of the Evidence Inventory.

Where applicable, the beginning of each Section and subsection contains a notation of which Middle States Standards of Excellence and criteria it addresses.

II.4. Alignment of Priorities with Middle States Standards of Excellence

Standard I. Mission and Goals. Section I demonstrates that Bryn Mawr has a clearly defined mission and goals that have been collaboratively developed and evaluated, widely publicized, and reassessed (criteria 1-4). The four institutional priority sections, particularly Skills for Effective Lives and Pathways to Purpose, address internal and external contexts (criterion 1). Multiple lines of inquiry reference supported programs and services (criterion 3), guidance for planning, decision-making, and resource allocation (criterion 1). All priorities are appropriate to higher education (criterion 2) and support scholarly inquiry and creative activity (criterion 1).

Standard II. Ethics and Integrity. Academic Excellence and Governance, Resources, and Ethics document clearly articulated policies for assessing faculty, a formal grievance procedure around tenure and promotion, and clear evaluation and grievance procedures for employees (criteria 3, 4, and 5). The Honor Code and Honor Board, referenced in multiple sections, enable students and faculty to raise concerns, adjudicate grievances, maintain a climate of fairness and mutual respect, and preserve intellectual freedom (criteria 1, 2, 3, and 4). Engaged Students, Engaged Community discusses accessibility and affordability and a climate of mutual respect among members of a diverse community (criteria 7 and 2). Governance, Resources, and Ethics references improved clarity, forthrightness, and transparency of public relations, recruiting and admissions materials and practices, and internal communications (criterion 6).

Standard III. Design and Delivery of the Student Learning Experience. Academic Excellence demonstrates Bryn Mawr's commitment to intellectual rigor, curricular and co-curricular innovation, and faculty quality and diversity (criteria 1, 2, and 4). Skills for Effective Lives and Pathways to Purpose focus on the provision of first-rate learning opportunities and

resources for students (criterion 3). All four priority sections provide evidence of Bryn Mawr's investment in the excellence of its graduate programs (criterion 6), and an educational experience that expands students' global awareness and enables them to acquire essential skills (criterion 5).

Standard IV. Support of the Student Experience. Academic Excellence and Engaged Students, Engaged Communities discuss measures to bolster student satisfaction, engagement, and retention (criteria 1, 4, and 6). So too are the educational supports and opportunities detailed in Skills for Effective Lives and Pathways to Purpose integrally connected to the student experience; and these sections identify decision-making processes along with accountable individuals, committees, and offices (criterion 5). The Compliance Report confirms that Bryn Mawr implements clear policies and procedures regarding evaluation and acceptance of transfer credits, and credits awarded through alternative learning approaches; and for the secure maintenance and appropriate release of student information and records (criteria 2 and 3, [001](#)).

Standard V. Educational Effectiveness Assessment. Academic Excellence discusses the framework for student learning goals connected to Bryn Mawr's mission (criterion 1), and along with Skills for Effective Lives and Pathways to Purpose documents methods used to assess and improve educational effectiveness (criteria 3 and 5). These three sections also address measures to ensure that students are properly prepared for their chosen fields, successful careers, and meaningful lives (criterion 2).

Standard VI. Planning, Resources, and Institutional Improvement. Mission and strategic planning material in Section I, along with Governance, Resources, and Ethics, cover the provision of clear objectives linked to mission and goal achievement that can guide resource allocation (criterion 1). Governance, Resources, and Ethics details how Bryn Mawr has reviewed and improved financial planning practices (criterion 9), engaging a broader range of stakeholders including a college-wide Budget Committee; the College Finance Committee; and the Board of Trustees (criteria 1-5, 8). Bryn Mawr has achieved positive operating results in 14 of the last 15 fiscal years while increasing investment in strategic initiatives (criterion 6). The Compliance Report documents the College's independent financial audits (criterion 7).

Standard VII. Governance, Leadership, and Administration. The Governance, Resources, and Ethics section details a transparent governance structure that provides decision-making roles for each campus constituency (criterion 1); the active role of the Trustees as a governing body (criterion 2); and the President as a duly appointed, properly credentialed CEO operating in an appropriately functional administrative structure (criteria 3 and 4). That section, along with Section 1, Strategic Planning, documents a series of stakeholder committees and bodies comprised of appropriate qualified members, and facilitating regular faculty and student engagement (criterion 4); and multiple feedback and assessment mechanisms (criterion 5).

MSCHE Standards and ROAs mapped to Self-Study Report Sections

MSCHE Standard/ROA	Report Section(s) Addressing the Standard/ROA
I. Mission and Goals	I (Strategic Planning); III-VI (Priority Sections)
II. Ethics and Integrity	III-VI (Priority Sections), VII (Governance, Resources, and Ethics)
III. Design and Delivery of Student Learning Experience	III-VI (Priority Sections)
IV. Support of the Student Experience	IV, V, and VI (Priority Sections)
V. Educational Effectiveness Assessment	III-VI (Priority Sections)
VI. Planning, Resources, and Institutional Improvement	I (Strategic Planning), VII (Governance, Resources, and Ethics)
VII. Governance, Leadership, And Administration	VII (Governance, Resources, and Ethics)
Requirements of Affiliation	Compliance Report

Bryn Mawr Institutional Priorities mapped to MSCHE Standards & Requirements of Affiliation

Bryn Mawr College Priority	MSCHE Standards of Excellence Addressed
<i>Academic Excellence</i>	I (all); II (1, 2, 5-7, 9); III (all); IV (1, 6); V (1-3, 5); VI (1, 2, 4, 6, 9)
<i>Skills for Effective Lives</i>	I (all); II (2, 7); III (all); IV (1, 4); V (1-3); VI (1)
<i>Pathways to Purpose</i>	I (all); II (1, 2, 5); III (all); IV (1, 4-6); V (all); VI (1-6, 8, 9)
<i>Engaged Students, Engaged Community</i>	I (all); II (1, 2, 5, 7, 9); III (2, 4, 7, 8); IV (1, 2, 4-6); V (2-4); VI (1-6, 8, 9)
	[Sections I, VII, and Compliance Report also address MSCHE Standards I, II, VI, VII, and Requirements of Affiliation]

III. Academic Excellence Priority

MSCHE Standards: I (all); II (1, 2, 5-7, 9); III (all), IV (1, 6); V (1-3, 5); VI (1, 2, 4, 6, 9)

The Academic Excellence priority focuses on strategic curricular innovation and leveraging Bryn Mawr's longstanding strength in the liberal arts to make the College a leader in 21st century liberal arts education. This priority also contributes to building skills for effective use of their education, and to the cultivation of a welcoming academic community of equity and inclusion.

The Academic Excellence Working Group reviewed evidence of Bryn Mawr's commitment to developing and assessing our exceptional academic offerings, pursuing six lines of inquiry based on the Academic Excellence goal and five action steps outlined in *Excellence in Action*:

1. *The Centerpiece of a Bryn Mawr education will always be the College's exceptional academic programs in the humanities, sciences, social sciences, and arts. We will continue to be innovative, especially in fields where women are traditionally sidelined; we will enhance signature opportunities for high-impact educational experiences and advanced study.*
 1. We will continue to hire and support a diverse faculty who are influential in their fields, deeply committed to involving students in research and scholarship, and invested in excellent teaching.
 2. We will enhance our suite of opportunities for students to achieve an advanced degree in five years, both in 4+1 programs with Bryn Mawr's two graduate schools and through partnerships with local and international partners.
 3. We will support high-impact, signature programs that integrate rigorous coursework and complex problem-solving in settings in and beyond the classroom. These include the 360° program, the Praxis program, advanced research opportunities, and others.
 4. We will renovate our science facility to support cutting-edge research, teaching, and learning.
 5. We will strengthen our connection to Philadelphia for academic work and student engagement through a collaborative initiative with our Tri-College partners, Haverford and Swarthmore.

III.1. Exceptional academic programs

How does Bryn Mawr develop and maintain exceptional academic programs in the humanities, sciences, social sciences, and arts; and continue to innovate, especially in fields where women are traditionally sidelined?

MSCHE Standards: I (all); II (1, 2, 5-7, 9); III (1-6, 8); IV (1, 6); V (1-3, 5); VI (1, 2, 9)

III.1.a. Innovative and Challenging Curriculum

Oversight. The attainment of academic excellence begins with a well-crafted set of curricular requirements that guide students in developing key intellectual skills, exploring a broad range of fields, and developing depth in at least one. Our community brings care, intentionality, and creativity to maintaining a curriculum that meets these goals. The Faculty's Committee on the Undergraduate Curriculum and the Graduate Council provide leadership by monitoring our curriculum and proposing programmatic and systemic innovations ([002](#)).

New Curricular Requirements. At the start of this decade, the Committee led the faculty through a major revision of our undergraduate general education requirements that went into effect in September 2011 in an effort to achieve the goals that had been articulated by the Curricular Renewal Working Group in 2008 ([003](#)). Our new requirements retained several elements of our previous curriculum: 32 units of work for the bachelor's degree (24 in residence), the major program, and the first-year Emily Balch writing seminar, along with the expectation that all courses in the major and specific requirements like the Balch seminar be completed with grades of 2.0 or higher. However, we revised our distribution, quantitative, and foreign language requirements significantly ([004](#) compared with [005](#)).

Approaches to Inquiry. Distribution requirements are central to our mission to expose students to a variety of approaches to intellectual inquiry, and to acting on our conviction that liberal education entails training beyond a single discipline. Recognizing the interdisciplinary nature of 21st-century intellectual work, in 2011 the College replaced its Divisional Requirement with four distinctive Approaches to Inquiry: Scientific Investigation (SI), Critical Interpretation (CI), Cross-Cultural Analysis (CC), and Inquiry into the Past (IP) ([004](#)). The Approaches to Inquiry structure affords students increased flexibility while ensuring exposure to the full range of skills, fields, and perspectives that comprise a first-rate liberal-arts education. Students must complete at least one course in each of the four Approaches, choosing among pre-approved courses that apply and articulate the relevant approach, emphasizing awareness of process of thought as well as mastery of content.

Assessment of Core Learning Goals. Bryn Mawr has worked diligently to assess student learning under the Approaches to Inquiry (AI) framework, primarily through student surveys included with course evaluation forms. The surveys asked students if the course helped them understand the relevant approach to inquiry: for example, the survey for a physics course

designated as a Scientific Investigation AI course asked students to agree or disagree with the statement, “This course helped me understand the process of scientific investigation.” Students could reply on a 1-4 scale, from “disagree strongly” (1) through “agree strongly” (4). For comparative assessment purposes, surveys were included with evaluations for both courses designated as AI courses and courses not designated as such.

Initial survey data revealed strong student perception that AI courses did indeed help them understand the relevant approach to inquiry: virtually every AI course earned an average survey response between 3 and 4. In addition, average ratings for AI courses were higher than those for non-AI courses (006). At the same time, non-AI courses also earned strong student ratings, albeit lower than the AI course averages. While courses had to meet a high standard to be labeled as AI courses, further investigation led to the conclusion that many non-AI courses were providing significant AI content, reflecting the College’s strength and depth across the liberal arts. The College’s curriculum clearly was providing the educational breadth that the Approaches to Inquiry framework is designed to ensure, and so AI versus non-AI comparisons ultimately did not seem like the most illuminating way to assess distribution requirements. We have since shifted to assessing student learning through the lens of the seven learning goals of the College. Informed by (though not identical to) the “Seven Goals of a Bryn Mawr Education”, and based on assessment, planning, and curricular changes we have made over the past decade, the goals include (1) writing skills, (2) research skills, (3) oral communication skills, (4) ability to understand and use quantitative tools, (5) ability to view a problem from multiple perspectives, (6) critical thinking skills, and (7) problem-solving abilities. A steering committee of faculty and staff is in the process of developing assessment tools keyed to these goals. This effort includes asking all academic departments to define major programmatic learning goals, and to identify how those goals address the seven learning goals.

Quantitative Readiness Requirement. Prior to 2011 students met a Quantitative Requirement designed “to provide the Bryn Mawr graduate with the competence to evaluate and manage the wide array of information underlying many of the decisions she will make as a member of society and in her personal life.” However, data from the COFHE Senior Survey and the 2008 NSSE Survey, combined with feedback from deans and instructors, indicated a significant number of students arrived ill-equipped to complete the requirement and lacked the quantitative literacy required to thrive in quantitative coursework. In response, the faculty instituted a new requirement that all students meet before enrolling in any course with significant quantitative elements (004). After experimenting with assessment approaches, the College determined that students in the Class of 2012 could demonstrate readiness for quantitative work by earning a satisfactory score on a national assessment (e.g. the SAT) or on the in-house diagnostic assessment we offer during first-year orientation. Those who did not do so were enrolled in the Quantitative Seminar during the first year and expected to earn a grade of 2.0 or higher before embarking on further quantitative coursework. The creation of this new requirement has

prompted significant investment in courses and programs (most significantly the Quantitative Center, which offers tutoring and staffs the Quantitative Seminar) that help students prepare for rigorous quantitative coursework. It has also enabled the College to continue to enroll promising, talented students who might not have had access to rigorous high school mathematics programs.

Quantitative and Mathematical Reasoning Requirement. An evolution of the previous Quantitative Requirement, this requirement is fulfilled by completing one course that makes significant use of mathematical reasoning and analysis, statistical analysis, quantitative data analysis, and/or computational modeling. Designed and refined based on assessment data (see Skills for Effective Lives, Section IV.1.d), these courses prepare students to understand and critically analyze quantitative information and arguments; to construct arguments based on quantitative data; and to take advantage of College offerings in areas like economics, psychology, sociology, chemistry, computer science, physics, biology, and geology.

Foreign Language Requirement. The language departments play a critical role in the College's aspiration to prepare global citizens through the teaching of language and upper-level offerings in literature, theory, and culture. Bryn Mawr has a long and distinguished history in the teaching of languages, literature, and culture, a traditional focus via a substantial language requirement. Bryn Mawr offers more languages than most colleges of its size, and language department curricula incorporate contemporary areas like Francophone studies, cultural studies, and film studies. Prior to 2011 Bryn Mawr's language proficiency requirement required that students master one language through the intermediate level or demonstrate comparable mastery through an examination. This version of the requirement provided no incentive for bilingual students to continue their language study of language at Bryn Mawr, while those with little previous exposure to languages needed to devote 1/8 of their entire undergraduate program to the requirement. In revising this requirement, we strove to even the playing field and ensure that all students get the experience of learning a language through a cultural-immersion approach. Accordingly, the new Language Requirement stipulates one year of foreign language-based coursework, no matter the level of language competence upon matriculation ([004](#)). In keeping with new recommendations by the Modern Language Association and consistent with Bryn Mawr's mission, all language classes approach the teaching of language from both skills and cultural perspectives.

III.1.b. Exceptional and Innovative Major Programs

To ensure that their education involves not only exposure to many disciplines but also some degree of mastery in at least one, students must declare a major before the end of the sophomore year. Bryn Mawr currently offers majors in 31 disciplinary and interdisciplinary subjects, and students have the opportunity to choose among eight additional majors through partnerships with Haverford and Swarthmore Colleges.

Oversight. The Curriculum Committee reviews and approves all proposed new majors, minors and concentrations as well as significant revisions to those already in existence. Since 2008 the faculty and the Committee have created new majors in Biochemistry and Molecular Biology, International Studies, the Bi-College major in Environmental Studies, and the Tri-College major in Linguistics and Languages. The Committee has also approved revisions to French and French Studies (now French and Francophone Studies) and the Bi-College major in East Asian Studies (now East Asian Languages and Cultures), and reviewed and approved eight new minors or concentrations in Child and Family Studies, Chinese, Health Studies, Japanese, Middle Eastern Studies, Museum Studies, Neuroscience, and Latin American, Iberian, and Latina/o Studies.

Major Requirements. The requirements of each major, outlined in our catalog ([007](#)), illustrate the depth and rigor of our programs, with interdisciplinary programs creating meaningful connections among traditional areas of study and disciplinary departments informed by the standards of practice in their fields. Majors feature extended, in-depth engagement with the field, typically requiring 10 or more course units for graduation ([008](#)).

Every Bryn Mawr major program includes a dedicated writing in the discipline component, and most majors require a seminar, thesis, or capstone project in the senior year, which gives each student the opportunity to integrate and apply the training of the prior three years in an extended, in-depth study experience, often working one-on-one with a faculty advisor, and to hone their communication skills in a final, significant project. ([009](#); [010](#)). Departments typically assess senior seminars and capstone courses through iterative evaluation of students' achievement of key field-relevant learning goals. For example, the Geology Department determined that assessment of student mastery of basic geoscience concepts and skills is necessary to determine seniors' readiness to address meaningful questions and communicate findings effectively. In response to this need, the department's faculty developed "unifying concepts" tests administered during the major's two-semester senior seminar and designed to cover the pillars of Earth Science all students should be learning in their major coursework, including mineral and rock identification, basic knowledge and comprehension of plate tectonics, earth history and sedimentary environments, evolution of life and fossils, and data visualization and interpretation. Initial test data revealed difficulty identifying certain rock and mineral groups. A redesign of subsequent mineralogy classes resulted in a 33% improvement (from 60% to 80%) in seniors' ability to identify major rock-forming minerals ([011](#)).

The Geology Department curricular assessment, along with the Economics Department writing proficiency assessment detailed below, exemplify ongoing assessments across the College, which evolve from annual assessment reports requested of all departments, of which there are currently 25. Reports submitted from 2010-2018 are collected in the Evidence Inventory ([012](#); [013](#); [014](#); [015](#); [016](#); [017](#)).

Writing in the Major. In 2013 the faculty created a plan to ensure that every student immersed themselves in the process of writing and revision not only in the first-year Emily Balch seminar but also in one intermediate-level writing-intensive course (or two less intensive “writing-attentive” courses) in the major ([007](#); [018](#)). These courses allow faculty to orient students to disciplinary norms, idioms, genres, and modes. They emphasize critical thinking and writing to help students better understand discipline-specific scholarship and to practice its methods, forms, and conventions of expression. The writing assigned is integral to the course content, designed to improve students’ ability to engage deeply with, represent, and build upon material covered in the course. Class sizes of 15 or fewer, along with an expectation of 30 or more pages of assigned writing, allow instructors to give detailed attention and feedback on a significant body of written work for each student.

Since the major writing requirement was implemented, departments have assessed and modified course offerings to improve student outcomes. For example, the Economics Department evaluated the impact of junior-year writing intensive courses by evaluating the written work of seniors in the Senior Seminar for the classes of 2017 and 2018, using an assessment rubric developed by the department’s faculty. In 2017 the majority of – but not all – student written work was either proficient or exceeded expectations. Based on these findings, department faculty took curricular and pedagogical measures to improve student performance, altering the junior-year courses to focus more on the structure of economics literature articles and to provide more explicit, thorough instruction on crafting an economics paper. After these changes were implemented, the department’s evaluation found 100% of Economics seniors’ written work was either proficient or exceeded expectations ([019](#)).

Major Review and Assessment. In addition to learning-goal evaluation and innovation as detailed above, Bryn Mawr’s major programs are reviewed periodically when the associated department undergoes external review, organized by the Provost’s Office in concert with the department chair and when possible in coordination with the comparable department at Haverford College. The process begins with a comprehensive self-study by the department. An external review team of three scholar-teachers from other institutions conducts a two-day visit and review, followed by a report presented to the Provost’s Office and shared with the department, and finally a response to the review team prepared by the department in consultation with the Provost’s Office. A “closing the loop” meeting is then held with the department, the Provost, Associate Provost, and Chairs of the faculty committees on Academic Priorities, Curriculum, and Appointments to discuss the priorities of the department and the College in implementing the reviewers’ recommendations.

The Bi-Co French Department offers an instructive example of assessment and curricular modification spurred by external review ([020](#)). In the most recent external review, the reviewers recognized that the senior conference was not meeting its goals based on discussions with

students and faculty, and consequently suggested elimination. In its place, the reviewers advocated for a junior seminar that had been previously suggested by the Bryn Mawr College French faculty. The junior seminar would be used to prepare students in research methods and theories, and in writing techniques. Based on the input of this external review team, the junior seminar will soon replace the senior conference and prepare students at an earlier stage in their curricular development. The French Department external review is one of 14 conducted over the past decade, materials from which are supplied in the evidence inventory (020).

III.1.c Maintaining Academic Standards

Standard of Work. The Faculty Committee on Academic Standing monitors the quality of student work, reviewing the record of any student who is not meeting the Standard of Work (004) and outlining an academic plan for the student that may include a semester of warning/probation or an academic leave of absence. In addition to the 2.0 grade minimum noted above, over the past decade the Committee has adopted more rigorous pacing requirements to ensure that students are earning credits and meeting graduation requirements in a timely fashion. The Committee also reviews requests from students for exceptions or modifications to graduation requirements and faculty rules. In evaluating these requests (such as postponing a requirement to the senior year, completing it at an outside institution, or counting a course towards a requirement when the grade was below 2.0), the committee considers whether the student's special circumstances warrant an exception, then reviews the student's overall record to determine whether one can be made without undermining the integrity of the student's degree.

Transfer credits. Bryn Mawr's Residency Requirement stipulates that students complete at least 24 units in residence spread over six semesters, which means that students may transfer up to 8 eligible course units towards the degree. Guided by Faculty Rules, the Registrar monitors and facilitates this transfer of credit and can approve courses towards elective credit (021). If a student wants a transfer credit to satisfy one of the core requirements or count towards the major, the student must petition the Committee on Academic Standing or the major department.

Study Abroad. Long an important element of the Bryn Mawr curriculum, the current Study Abroad program has been in place for two decades (022) (see also Skills for Effective Lives, Section IV.4.a.). Each study abroad partnership is vetted by the Assistant Dean/Director of International Education and her advisory committee before being made available to our students. Similarly, the Assistant Dean reviews each individual student's study abroad plan and consults the committee, the major advisor, and colleagues in the Dean's Office before approving.

III.1.d. Excellent Graduate Programs

Consistent with its emphasis on intellectual rigor and scholarship but virtually unique among its peers, Bryn Mawr College has significant graduate programs. The Graduate School of Arts and Sciences (GSAS) and the Graduate School of Social Work and Social Research (GSSWSR) are

active graduate programs with total enrollment of 73 and 161 students respectively (023). All graduate programs were reviewed as part of a multi-year Board-led Task Force on Balancing the College's Mission and Resources (2005-2008); a subsequent process of internal and external assessment completed in 2010-2011 gave final shape to current degree programs. From 2010 (after a 40% enrollment decline because of the closure of the Psychology graduate program) to the present, GSAS enrollment has remained stable, bucking the national trend of declining graduate enrollments in graduate arts and humanities programs. In addition, our nationally top-ranked Postbaccalaureate Premedical Program enables an average of 75 adult students per year to complete core science coursework required to pursue a medical degree. Taken together, these three programs account for nearly one-fifth of the students enrolled at Bryn Mawr. They add a critical element to the College's academic work with their scholarship, their undergraduate instructional support, and their collegiality. Furthermore, given the burgeoning interest in graduate studies nationwide, the presence of a graduate program, properly positioned in the educational marketplace, is a unique advantage for the College relative to its peers.

As with the undergraduate programs, there is strong evidence of student learning and assessment of graduate educational work. The framework of the graduate curriculum is described in the Rules of the GSAS and the GSSWSR programs, which detail requirements for both the masters and doctoral degrees, and illustrate the rigor of the curriculum (024). The available degrees include the Master of Social Service and the Doctor of Philosophy (Ph.D.) in the GSSWSR, and the Masters of Arts (MA) and Ph.D. in the GSAS for select programs: Chemistry; Classical and Near Eastern Archaeology; Greek, Latin, and Classical Studies; History of Art; Mathematics; and Physics. Appropriate training is ensured by both the curriculum, as evidenced in a selection of course syllabi (025; 026), and the milestones of these programs, which include MA-level research, MA exams, MA theses, Ph.D.-level research, Ph.D. preliminary exams, original research proposals, and Ph.D. dissertations. Furthermore, the faculty who deliver and supervise the academic work of the graduate students are qualified and highly capable professionals as evidenced by their credentials and scholarly activities (027). It should also be noted that the GSSWSR underwent an external evaluation and re-accreditation by the Council on Social Work Education in 2016 (028). The Self-Study Report produced for this review is included in the evidence inventory (029).

The graduate programs offer a range of educational activities and funding opportunities that support a rich, supportive learning environment (030). These include summer (Bridging the Gap) internships, domestic and international travel for scholarly work, domestic and international conference travel support, monetary awards for exceptional academic work (031), and new communal graduate student spaces in the renovated Park Science Center (032). Combined with recent increases in the stipends the College offers its graduate students, these funding opportunities demonstrate Bryn Mawr's strong commitment to foster graduate student intellectual growth and professional success.

Perhaps the best testament to the level of academic work in the graduate programs is the intellectual products and scholarly advances that result in the form of MA and PhD theses, and the publications and presentations that accompany them (see [033](#) for sample GSAS student publications, GSSWSR student conference presentations, and thesis titles from both schools). This work is all carefully assessed for intellectual rigor and scholarly value by a doctoral dissertation committee that supervises thesis work, and by external anonymous peer reviewers in the case of the scholarly publications and conference presentations. A significant number of students from the GSAS programs of Classical and Near Eastern Archaeology; Greek, Latin and Classical Studies; and the History of Art, and from the GSSWSR have won external fellowship awards ([034](#)). Upon completion of their studies, 79% of 2012-2017 PhD graduates in Archeology, Classics, and History of Art obtained full-time positions, 44% of those in academia. Bryn Mawr Math, Chemistry, and Physics PhD graduates compete with graduates of large research universities in a larger national pool, but fully 92% of them are employed full-time, 69% in academia. Ninety-three percent of Social Work MSS graduates are employed full-time, and 80% of 2017 PhD graduates from GSSWSR are employed in academia. All of these figures are significantly higher than national averages.

The Postbaccalaureate Premedical Program offers a rigorous 12-month curriculum that provides students with one year each of Biology, Biochemistry, General Chemistry, Organic Chemistry, and Physics. Students in this highly selective program attain a medical school acceptance rate of over 98%. Based on the medical school performance of past students, the Postbaccalaureate Premedical Program has earned twenty medical and dental school linkages, which offer a special, streamlined path to admission.

III.2. Exceptional Faculty

How does Bryn Mawr work to hire and support a diverse faculty who are influential in their fields, deeply committed to involving students in research and scholarship, and invested in excellent teaching?

MSCHE Standards: II (2, 5); III (2, 4-6)

III.2.a. Hiring, Tenure, and Promotion Processes

Bryn Mawr continues to attract, hire, and retain a Faculty of well-trained, highly accomplished, innovative scholars, 97% of whom hold the highest terminal degree in their field (see curriculum vitae ([027](#))). We aspire to increase the diversity of our faculty as critical to realizing our values of excellence and equity. We have had significant success over the past decade, but this work is ongoing and the College will need to continue to pursue it intensively.

Hiring the best faculty starts with aligning position descriptions with College priorities. Any department that wants to add a new position or replace a faculty member who has left the

College permanently must submit a comprehensive proposal to the Committee on Academic Priorities (CAP). The Committee reports for the past decade detail the extensive seven-month review that each request receives (035). The Committee takes into consideration and provides feedback regarding the way the proposed position will contribute to short- and long-term departmental, disciplinary, and interdisciplinary directions; its relation to the College's mission and strategic direction; its impact on overall faculty resources at Bryn Mawr and in the Bi-Co, including our capacity to respond to sabbatical leaves; its ability to enhance the diversity of our faculty; and the history of previous requests from this department or program to CAP. Over the course of the past five years, the committee has reviewed nearly fifty position proposals from 18 of the 24 (now 25) departments in the College, four from the GSSWSR (035).

Faculty are reviewed regularly both before and after tenure by their department and/or the Committee on Appointments (CA). These reviews are an important opportunity to uphold standards of practice and to assess the faculty member's instructional work. The CA reviews occur for junior faculty after three years for reappointment, and at six years for tenure the latter including an external review. Faculty are then reviewed by their department and the Provost every three years thereafter. As part of this process the Provost meets individually with all junior faculty at reappointment and composes a detailed letter for the faculty member's reappointment file. If faculty decide to put themselves forward for promotion to full professor, then a full external review is conducted by CA. Details of the process for all types of positions and ranks can be found in the Faculty Handbook (036).

Teaching activities, which typically include five courses per year and six to nine contact hours per week (037), are reviewed by an analysis of syllabi, grade distributions, letters solicited from current students and alumnae/i, and teaching evaluations. There is a recognized concern that too much of the review of the instructional work relies on teaching evaluations, which often amount to customer satisfaction surveys. As a result, we are creating new evaluation tools to better assess student learning and the effectiveness of various teaching practices. Our goal is to create tools that will be more sensitive to different teaching practices and to the reported biases that can occur with a more diverse professoriate.

III.2.b. Faculty Support and Development

The College devotes considerable resources, financial and otherwise, towards fostering faculty development and scholarship and has been top-ranked for faculty resources among all colleges and universities as well as among liberal-arts colleges in particular.

- **New Faculty Orientation:** The first formal introduction of faculty to the institution and their responsibilities occurs in this two-day program during the week prior to classes. Key improvements in the last several years include greater attention to the undergraduate student experience and fostering diverse and inclusive classroom experiences. Presentations include discussions of grading practices; Academic Honor Code policies

and practices; writing, quantitative, and access support services. There is a wide array of financial support for faculty scholarship at the College, including annual individual support, internal or Tri-College (Bryn Mawr, Haverford, and Swarthmore) grant opportunities and help with external grant applications. For example, each faculty member receives \$1,900 annually for scholarly travel and another \$650 for research, and those with innovative projects requiring more substantial resources may apply for Faculty Research Funding for up to \$5,000. In addition, Tri-Co Faculty Forum Grants (funded by The Andrew W. Mellon Foundation) provide \$400-\$3,000 for new initiatives in scholarship, teaching, or other faculty work. A 2017 Mellon grant to support the humanities and humanistic social sciences has provided further faculty research support. In the past several years, Global Bryn Mawr, our all-encompassing international global learning program, has provided new grant opportunities for international research and curriculum development. Additional support for publications, travel, and equipment purchases may be subsidized by the Provost's discretionary funds, and the Provost's Office also operates the Office of Sponsored Research to help faculty find external grant opportunities and manage grant budgets ([038](#)).

- Mentoring support: The College has created a mentoring program that pairs junior faculty with senior ones outside their department. In AY2018-19 the Associate Provost met with new faculty and their department chairs to review scholarship expectations and other aspects of their faculty position. The College also maintains membership in the National Center for Faculty Development and Diversity, which serves as another resource for guidance with scholarly work and balancing faculty responsibilities. Finally, over the past several years, the Associate Provost, in concert with the other Tri-College Associate Provosts, has established two programs, one for grant writers and one for authors, to provide a reviewer within the Tri-College community of scholars who can offer comments on the work before submission to an external agency or publication ([038](#)).
- Leaves: Significant support for faculty research comes through a generous sabbatical leave program, which includes a full-year Junior Faculty Research Leave after the third year of teaching, one full year of leave after the first six years of teaching (post-tenure) and subsequently, either one semester of leave after every six semesters of teaching or one year after six years of teaching ([038](#)).

III.2.c. Diversity in the Faculty

Along with diversity in the student body and staff, the College identifies faculty diversity as crucial to fostering academic excellence, a conviction backed up by research. In the past decade Bryn Mawr has made concerted efforts to increase faculty diversity, with a focus on racial and ethnic diversity. We also seek to increase the proportion of female faculty in fields where they are underrepresented at the College and in the academy nationally, including geology, computer science, and economics. These efforts start with the position review by the Committee on Academic Priorities (CAP), which asks for data on the diversity of the applicant pool and

department plans to increase diversity in the pool. Once a position is approved, departments may engage in an “opportunistic” hire if a potential diversity candidate is identified, in which case the search committee convenes and vets the candidate as in any search. Otherwise, the process begins with the chair executing a plan to increase applicant pool diversity. To support this process, the Provost’s Office has sponsored a range of community and search committee events to create awareness of biases and problems that can unfairly disadvantage the candidacy of diversity applicants. A designated member of the search committee is tasked with advocating for diversity candidates during deliberations, and the Provost reviews each stage of pool reduction. Diversity remains an important criterion through campus visits and tenders of final offers.

Faculty hiring data indicate that these efforts have produced tangible results. In AY2009-10, 23 of 123, or 19%, of full-time faculty identified as people of color. In AY2018-19, that number had increased to 36 of 129, or 28% ([039](#)), a 49% increase over ten years in the proportion of Bryn Mawr faculty who identify as people of color. In the most recent five years, hiring data show that 18 of 41, or 44%, of tenure-track faculty who have joined the College identify as people of color, suggesting an increasing rate of faculty diversification ([039](#)). Breaking down the data further reveals modest increases in multiple U.S. Census categories over nine years: a 17% increase in African-American faculty (6 to 7); a 33% increase Latinx faculty (6 to 8), and a 27% increase in Asian-American faculty (11 to 14). These figures understate overall faculty diversity, as the number of faculty reporting as multiracial increased from zero in AY2009-10 to seven in AY2018-19 ([039](#)), comprising 19% of faculty of color.

While the degree of progress in faculty diversification has been significant and the rate of progress suggests significant future gains, it is clear that Bryn Mawr will have to continue to focus intently on this goal. The percentage of full-time faculty who identify as people of color remains below that of the U.S. population as a whole (39%). Moreover, the 6% of faculty who identify as African American is less than half the U.S. population average, and below the current annual percentage of doctorates awarded to African Americans (8.5%). Similarly, the 6% of full-time faculty who identify as Latinx is one-third the U.S. population figure of 18% and below the average 7.5% of doctorates annually awarded to Latinos. We note that slightly more than one in ten faculty did not report an ethnicity, which somewhat limits the accuracy of this analysis.

Faculty who identify as female comprise a 59% majority (76 of 129) of tenured and tenure-track faculty. In departments devoted to fields in which women are historically underrepresented, the percentages of female faculty often exceed national averages, but improvements can still be made: 60% in Biology (6 of 10); 56% in Chemistry (5 of 9); 40% in Economics (2 of 5); 44% in Math (4 of 9); 33% in Physics (2 of 6); 40% in Geology (2 of 5); and 25% in Computer Science (1 of 4) ([040](#)).

III.2.d. Faculty Who Are Influential in Their Fields

Bryn Mawr College faculty have among the highest rates of scholarly activity for any small liberal arts college in the nation. Over the past decade, the Faculty of the College (about 129 full-time tenured and tenure-track members) have published roughly a dozen books per year (041), about 120 articles per year (042), and have been awarded approximately \$6.8 million in grants per year (322 total awards) (043). Besides demonstrating the significant intellectual work of the faculty, these statistics illustrate that our faculty educators are both passionate about their discipline and deeply engaged with the scholarship of their field.

III.2.e. Faculty Commitment to Fostering Student Research and Scholarship

Bryn Mawr faculty treat students as scholars capable of contributing to their fields, and indeed, a disproportionate number of graduates go on to complete the Ph.D.: Bryn Mawr ranks 8th among national liberal arts colleges in women attaining the doctorate (044). This commitment to nurturing student research and scholarship begins with the care faculty give to the design of student research projects in their classes (009). A special learning community where students work alongside science faculty and graduate students in the lab or in the field helps Bryn Mawr undergraduates excel and is essential to their development as scientists and physicians. All science majors are encouraged to conduct mentored research projects during the summer and/or academic year. Each year since 1989, the Summer Science Research Program has provided 35-50 students with 10-week research stipends to conduct independent research under the guidance of Bryn Mawr faculty members in the sciences and mathematics, supplemented with professional development workshops and a poster session at which students present their research to the college community. STEM undergraduates also partner with faculty and graduate student colleagues in presenting their research at national conferences (with financial support through our academic year funding program) and in authoring scholarly articles. These mentoring relationships, essential to student development and career promotion in science and engineering, are part of why Bryn Mawr remains a leader in graduating women in STEM fields and in producing the next generation of doctoral-level scientists (044). Rich research opportunities outside the College provide additional opportunities for summer employment and academic credit through our Praxis independent study program (see Section III.4, below).

Faculty are exploring ways to provide similar apprenticeships for students in the humanities and social sciences by piloting a half-unit research course that enables students to earn academic credit for joining faculty members in their research. It is more common, however, for humanities and social sciences students to design their own research projects under the guidance of a faculty member (009). Students may earn academic credit through Independent Studies or pursue their projects outside the classroom with financial, academic, and personal support from the Hanna Holborn Gray Fellowship Program and the Mellon Mays Undergraduate Fellowship Program (MMUF). In Fall 2018, for example, MMUF students organized the Mellon Mays Undergraduate Conference on the Ancient World, where Mellon Mays Fellows from across the country presented their work. Bryn Mawr also hosted the student conference of the Greater Philadelphia Latin American Studies Consortium. Students in the humanities and social sciences also

participate in numerous regional and national conferences across the country. These classroom experiences, apprenticeships, and research opportunities form the foundation for the independent research most students take on as part of their senior major experience, which can range from year-long projects culminating in full-blown theses (as in Anthropology) to shorter research papers embedded in advanced undergraduate courses (as in Economics).

III.2.f. A Faculty Invested in Excellent Teaching

Bryn Mawr refers to its faculty as scholar-teachers because it believes committed scholars translate into committed, engaging educators. Faculty's knowledge of contemporary scholarly issues and leading-edge research allows them to stimulate interest in their fields, nurture students' intellectual curiosity and engagement, and relate the most contemporary understandings of disciplinary concepts.

While the College expects an exceptional level of instructional time and engagement on top of scholarship and other responsibilities, it recognizes that faculty do not necessarily arrive on campus with sustained, formal pedagogical training. All faculty are therefore encouraged to find support at the Teaching and Learning Institute (TLI), an internationally recognized Bryn Mawr-Haverford education center directed by Bryn Mawr Professor Alison Cook-Sather. New faculty enroll in TLI-managed Faculty Pedagogy Seminars and engage in weekly dialogue about the liberal arts educational environment. Through these seminars, they develop pedagogical approaches appropriate to Bryn Mawr's liberal-arts context, to their respective disciplines and personal styles, and to the student body. The TLI is based on the premise that teaching and learning are strengthened when teachers and students share perspectives born of their differing identities, positions, and points of view. TLI Pedagogical Partnerships pair new faculty with specially trained student consultants who provide pedagogical feedback. Over its 13 years of existence, the TLI has supported more than 250 faculty and 175 students in more than 300 partnerships. A record of these activities is maintained at the online journal *Teaching and Learning Together* ([045](#)). For more than a decade, the College has also offered summer workshops for new Bryn Mawr and Haverford instructors on constructing syllabi in keeping with our curricula and cultures ([046](#)). Taught by Education program faculty and co-facilitated by other faculty members and TLI student consultants, these workshops explore the Honor Code, ways to frame learning objectives, culturally relevant pedagogies, universal design for learning, and issues of equity and access. On average, 25 new faculty members participate each year. In addition, the TLI offers "open conversations" each semester in which any faculty member can bring their questions and concerns about pedagogy and other classroom issues for discussion.

Because of these supports, our faculty bring a pedagogical sophistication to the classroom that enables them to help students engage with learning, master material efficiently and effectively, and think creatively. Our 9-to-1 student-to-faculty ratio and small average class size ensure that students learn in a setting that includes discussion, debate, and ample interaction with faculty. Sample syllabi demonstrate the range of pedagogical approaches embraced by our faculty and

the kinds of learning goals they set for their students in courses at all levels and across fields (008). In addition, they provide a sense of the depth and breadth of student assignments, projects, papers, and assessments and illustrate the curricular impact of our scholar-teachers.

III.3. Combined Advanced Degree Programs

How has Bryn Mawr enhanced its suite of opportunities for students to achieve an advanced degree in five years with its graduate schools and with local and international partners?

MSCHE Standards: I (2-4); II (2, 5); III (1,2, 4-6, 8); V (1-3, 5);

Bryn Mawr has always offered terminal degrees to women and continues to offer graduate degrees in select programs. Graduate programs enable undergraduates to experience the benefits of a small liberal-arts college combined with opportunities and resources typically found only at larger institutions. Bryn Mawr's graduate students contribute to the undergraduate learning environment as teaching assistants, as role models for those considering graduate study, and as mentors and colleagues in research, especially in science laboratories. Undergraduates often partner with graduate students in presenting their research at professional conferences, and exceptionally well-prepared undergraduates have the opportunity to enroll in courses offered by the Graduate School of Arts and Sciences (GSAS).

Bryn Mawr has a longstanding dual-degree program with the GSAS whereby advanced undergraduates submatriculate into a master's program to earn the AB and the MA in four or five years (047). Students must be excelling and accelerated in their majors and earn the support of their major advisor, the graduate advisor, their dean, and the Committee on Academic Standing before applying to GSAS. Between 2009 and 2018, 28 undergraduates completed master's degrees in chemistry, math, physics, history of art, and French. Beginning in fall 2008, the Graduate School of Social Work and Social Research (GSSWSR) opened three to seven courses per semester to undergraduates, with an average of two to three undergraduates enrolling in each one. In 2018, after a multi-year pilot that graduated seven AB/MSS students, the Curriculum Committee and GSSWSR approved a combined-degree program in which Sociology and Psychology majors and minors may earn the BA in four years and the MSS in the fifth.

While in-house advanced degree programs offer exceptional opportunities for students, Bryn Mawr also has external partnerships that enable the College to offer a wider array of options for more students to accelerate their paths towards a second degree (047). During the past decade we evaluated long-standing relationships with the University of Pennsylvania and California Institute of Technology (CIT) and found that while a 3/2 program in engineering with CIT has been rarely used (048), programs in collaboration with Penn see steady enrollment. Additionally, two or three students a year consistently earn a BA in four years and a Masters in City Planning or Education in the fifth in cooperation with Penn. We have learned that these programs are most effective when students can submatriculate and test the waters while at Bryn Mawr, and/or when

the second degree is a master's rather than a bachelor's (048). With these guidelines in mind, we have enhanced partnerships with graduate programs. Since spring 2013, 37 Bryn Mawr students have been accepted as sub-matriculants by Penn's School of Engineering and two more by the Bioethics Program at Penn's Perelman School of Medicine to begin master's-level work in the senior year (004). More recently we have developed relationships with additional graduate programs that provide preferred admission, mentoring, and/or financial support to our graduates. The Select Scholars Program supports our graduates as they pursue a one- or two-year master's degree at Boston University's School of Public Health. Bryn Mawr alumnae also may earn a Master of Chinese Studies at Zhejiang University in China, a Master of Optics at the University of Rochester, or a BS in engineering at Columbia University, all in one or two additional years (047). Most of these programs are too young to have generated meaningful assessment data, but the data on our six-year relationship with Penn Engineering demonstrates that the program has been successful in providing an expedited path towards a career in engineering for half of those who consider it, and in allowing students to explore disciplines not available at Bryn Mawr. A LinkedIn search indicates that students who left without the master's degree usually pursued job opportunities in the financial or technology sector or enrolled in another graduate program (049). Five to ten students have continued to sub-matriculate into the program in each of the past four years, demonstrating ongoing student interest in and viability of the model. We are seeking to expand the combined degree programs further and hope to create more by AY2020-21.

III.4. Programs to Integrate Coursework and Problem-solving

How does Bryn Mawr support high-impact, signature programs that integrate rigorous coursework and complex problem-solving in settings in and beyond the classroom?

MSCHE Standards: I (all); II (1, 2, 7); III (1-5, 8), V (1-3, 5); VI (1, 2)

Innovation lies at the heart of 21st century education. The 360° Program and Praxis are two prime examples of the College's academic innovation in this regard. The 360° is an interdisciplinary experience in which a single cohort of students participates in a cluster of courses focusing on common problems, themes, and experiences, taught by faculty in multiple fields (050).

Interdisciplinary and interactive, the program builds on Bryn Mawr's history of learning experiences beyond the traditional classroom, placed within a rigorous academic framework. Participants hone their arguments and insights through writing and research, develop team-based strategies that push the limits of their talents and creativity, and work with professors and scholars to promote big-picture thinking. Most 360° clusters also involve travel, which is funded by the College, making it accessible to all students regardless of ability to pay. Since it began in AY2010-11, thirty-seven 360° course clusters have been offered to 411 students. Assessment has been done on student experiences based on a rubric for both students and faculty in the program (051). The program has met with generally strong evaluations including the benefits of the interdisciplinary approach, the unifying theme of the cluster, and the relevance of the

experiential travel experience to classroom work. Data from the surveys is being used in subsequent iterations of the course clusters to improve the educational experience ([051](#)).

Bryn Mawr Praxis is an experiential, community-based learning program that integrates theory and practice through student engagement in fieldwork integrated into academic courses ([052](#); [053](#)). Field placements for Praxis are managed by The Career & Civic Engagement Center, which helps students forge connections between their work at the College and the world beyond Bryn Mawr. There are three types of Praxis courses, each requiring varied amounts of fieldwork. Praxis I and II are offered within a variety of academic departments and are developed by departmental faculty. Praxis Independent Study courses are developed by individual students, in collaboration with faculty and field supervisors. Students may enroll in more than one Praxis course at a time and are sometimes able to use the same field placement to meet the requirements of both courses. Praxis Fieldwork Seminars bring students working at independent but related field sites together to meet with a single faculty advisor (see Sections VI and VII). Among the Class of 2018, 17% reported that they had enrolled in one or more Praxis courses.

III.5. Renovation of Science Facility

How has Bryn Mawr renovated its science facility to support cutting-edge research, teaching, and learning?

MSCHE Standards: I (2, 3); II (1, 2); III (4); IV (6); V (3); VI (1)

The Park Science building is undergoing major renovation to update decades-old portions of the building and create new community spaces ([032](#)). Phase 1, completed for \$19 million, created a three-story, 10,000 square-foot addition with a full window exterior, public space for collaborative learning, technology-rich classrooms, and student study areas. Classroom improvements included integrated projection equipment and major increases in computational resources, along with flexible designs to facilitate modern pedagogical approaches like collaborative learning and flipped classroom work. Renovated teaching labs have enhanced capacity and efficiency through movable lab benches, better equipment storage, group discussion areas, and more appropriately scaled spaces. Renovated research labs have expanded resources for student-faculty research activities along with the ability to house new, more advanced equipment. The renovation also made space for the new Environmental Studies Department, which expands Bryn Mawr's commitment to creating a sustainable world. Phase II will begin in 2020 and, to maximize the number of labs and classrooms that will remain online at any given time during the work, will continue through 2023. This phase will include additional major classroom, teaching lab, research lab, and office renovations. Taken together, the Park Science renovations are bolstering our capacity to continue to lead in the education of women in STEM and will allow us to continue our commitment to the education and training of underrepresented women in STEM, a critical part of our commitment to support diversity.

III.6. Strengthening the Connection to Philadelphia

How is Bryn Mawr working to strengthen its connection to Philadelphia for academic work and student engagement through a collaborative initiative with our Tri-College partners?

MSCHE Standards: I (2, 3); II (1, 2); III (2, 4), V (3); VI (1)

The College's newest initiative is Tri-Co Philly, a semester-long, non-residential program that provides students both curricular and co-curricular activities in Philadelphia (054). Piloted in spring 2019 in partnership with Haverford and Swarthmore Colleges, this urban experience facilitates engagement with the diversity, complexity, innovation, and systems of the city and represents a substantial step forward in Bryn Mawr's efforts to create a stronger connection to the city of Philadelphia. Students enroll in urban-themed courses from several academic disciplines taught by Bryn Mawr, Haverford, and Swarthmore faculty in Philadelphia. The urban setting provides a sense of place to enhance the classroom experience, helping students learn how the material in the courses is informed by the environment around them. Speakers and representatives from local government, businesses, and nonprofits are invited guests, and students explore the city through neighborhood tours and trips to museums, community-based organizations, archives, and arts and cultural organizations. The program also includes participation in monthly Philadelphia-based activities – some academic in nature, some connected to issues of social justice, and some simply fun – as well as the opportunity to attend talks and engage with volunteer opportunities in the city. The program includes an orientation, a mid-semester gathering and a closing dinner. In fall 2019 Tri-Co Philly students are taking the core course, Fight for #PhEd: Urban educational and environmental justice (EDUC 067), and one of the three elective courses: Place, People and Collaborative Research in Philadelphia (ANTH H309); Environmental Justice: Theory and Action (ENVS 035/ POLS 043B); or Math Modeling and Sustainability (MATH B295). After the three-semester pilot, the colleges will assess the program to determine its future scope and direction.

Conclusion

Exceptional academic programs help Bryn Mawr remain a transformative institution that allows students to achieve varied career goals and make change in the world. The 21st century educational landscape has become hyper-specialized, interdisciplinary, and integrated into the workplace. The College's academic offerings, refined by regular assessment, create avenues for students to find their path to success and build a foundation for a lifetime of learning by focusing on the connections with Bryn Mawr's traditional liberal-arts experience that teaches and values critical, creative, and independent habits of thought and expression in a global community.

IV. Skills for Effective Lives Priority

MSCHE Standards: I (all); II (2, 7); III (all), IV (1, 4), V (1-3); VI (1)

The Skills for Effective Lives priority focuses primarily on the provision of opportunities and resources to enable students to develop skills for the effective use of their education. This priority also contributes to enabling students to translate their skills into the widest possible array of pathways, and to enhancing Bryn Mawr's academic excellence for leadership in 21st century liberal arts education.

The Skills for Effective Lives Working Group reviewed evidence of Bryn Mawr's commitment to developing and enhancing cross-disciplinary skills that underpin and emerge from our curricular offerings and students' learning experiences, pursuing five lines of inquiry based on the Skills for Effective Lives action steps in *Excellence in Action*:

We will enhance support for the powerful cross-disciplinary skills of the liberal arts, including critical thinking, argumentation, and writing; quantitative and digital competencies; global engagement; and collaboration and leadership.

1. We will continue to emphasize development of critical skills in writing, oral communication and presentation, close reading, approaches to critical thinking, global literacy, statistical and quantitative analysis, and independent research.
2. We will support curricular development that integrates skills in multidimensional problem-solving, digital fluency, and applied work.
3. We will increase options for students to develop digital competencies and provide ways to certify that expertise.
4. We will build upon our distinctive international orientation and strengths—our highly international curriculum and faculty; our internationally and domestically diverse student body; and myriad opportunities we offer for study and work across the globe—to provide our students with the knowledge, skills, and experiences they need to be successful in a globally networked world.
5. We will explore ways in which students can obtain experience in applied science and engineering.

IV.1 Critical Skills

How will the College continue to emphasize development of critical skills in writing, oral communication and presentation, close reading, approaches to critical thinking, global literacy, statistical and quantitative analysis, and independent research?

MSCHE Standards: I (all); II (2, 7); III (all), IV (1), V (1-3); VI (1)

Helping students build cross-disciplinary skills that are the hallmarks of a liberal arts education (i.e., critical thinking and communication, complex problem-solving, digital competencies, and global literacy) is a central priority in our plan to ensure that Bryn Mawr graduates are prepared for long-term success in the life and work paths they choose after graduation ([055](#)). The skills that ensure student success after college are also central to their ability to thrive while enrolled. The programs described below reflect the College's commitment to ensuring that all among a diverse population of students are well-equipped to succeed in their academic study.

IV.1.a. Writing Program

Bryn Mawr seeks to ensure that all students gain skill, confidence, and fluency in critical reading, writing, and thinking through coursework and co-curricular avenues in support of student learning and success. This begins as part of the first-year experience in an Emily Balch Seminar (ESEM) required of all students ([056](#)). Led by standing faculty from departments across the College and with limited adjunct instructors as needed, these seminars ask students to engage college-level academic literacies, write probatively, and come into dialogue with texts, classmates, and professors. Small classes of 14 students and required regular one-on-one conferences with the professor support a robust revision practice, making the Balch program an important gateway to Bryn Mawr's curriculum. Student evaluations are reviewed regularly by program leadership; emerging issues, positive or negative, are reported to program faculty to be built upon or improved upon. In addition, two small assessment projects were undertaken in 2011 and 2014. In each, a group of eight Balch Seminar faculty generated an assessment rubric, undertook a norming exercise, then reviewed a 20% sample of first-year papers. While the quantitative results were insufficient to draw statistically significant conclusions, of greater value was the faculty conversation about pedagogy and program goals. Results of these projects have been incorporated into the Writing Program's ongoing program of faculty development.

Writing-intensive coursework continues throughout the student experience, most notably in a College-wide writing intensive requirement for each major program, instituted by the faculty in 2013 (see Academic Excellence, Section III.1.b for program and assessment information).

The Writing Center serves Bryn Mawr undergraduate students at all levels of proficiency and with all kinds of writing projects ([057](#)). Students may schedule individualized writing and public speaking conferences as needed, meet with a multilingual writing specialist, receive ongoing mentorship in the form of a writing partnership, and participate in a range of workshops and

events. The Writing Center collects qualitative and quantitative data on conferences. Qualitative data is collected through reports written by tutors and feedback forms filled out by tutees, and is used to improve services by identifying issues to be addressed at staff meetings and in training workshops, and with individual staff members during performance reviews conducted by the Writing Center Director at the end of every fall semester. The data also is used to track individual students' progress over time, and to provide faculty with insights on challenges student writers face so faculty can adjust their pedagogy or practices. The Writing Center collects quantitative data through an online system that tracks long-term usage trends, including the number of conferences per semester/year and limited demographic information about students who make appointments: class year, major, pronoun, first language; and number of visits per student. As of fall 2019, the Writing Center is analyzing this data from the past three academic years to yield a clearer picture of who is using the Writing Center and to assess services and outreach.

Bryn Mawr also provides courses and support services for international students, and permanent resident and U.S. citizen students who indicate that English is not their first language. Since 2012 a diagnostic assessment has been used to facilitate placement recommendations. During student orientation, international students who have lived only or primarily in non-English speaking environments are required to write a brief academic essay (U.S. citizens and permanent residents are invited, but not required, to participate as well). Writing Program faculty read the essays and, based on holistic evaluation and consensus, advise students to take a full-unit multilingual writing course (Writing 120), a half-unit course (Writing 130), or no such course during the first semester. During the first weeks of classes, Emily Balch Seminar professors communicate concerns about multilingual students who are struggling in their writing courses. These students meet with the Director of Multilingual Writing and are then advised to take one of the courses or to work with a Writing Center tutor or a Writing Partner as needed. Among the learning goals of these courses is the mastery of the ethics, conventions, and details of academic integrity. Multilingual writing faculty assess student progress through a pre-test, mid-semester quiz, and end of semester post-test. The assessment tools require students to compose and document a summary, a paraphrase, and a paragraph that includes a properly integrated quotation. Student responses are scored based on the inclusion of the particular elements. Results consistently show an increase in skill level across all course sections: on average, scores improve from around 50% on the pre-test to 85% on the post-test. An additional course, Writing 244: American Ideas: Cultural Contexts for Academic Writing, offers students the opportunity to continue to develop proficiency in grammar and rhetoric while reading and writing about topics in U.S. culture ([058](#)).

IV.1.b. Information Literacy Program

Bryn Mawr has a long history of faculty-librarian partnerships and in-class library instruction to help students develop research skills. However, these partnerships were ad-hoc and relationship-based, and in recent years the librarians have developed a more systematic approach that better addresses the needs of a diverse student body operating within modern online information

ecosystems. In fall 2015, Bryn Mawr's Library and Information Technology Services (LITS) reorganized library instructional staff into a Research and Instructional Services (RIS) group to better enable program coordination, curricular development, and sharing of pedagogical practices. In AY2015-16 this group inventoried existing programming as a baseline, finding that a student's exposure to in-class library research instruction varied considerably across, and sometimes within, academic majors. Assessment of the sessions themselves, through "minute papers" collected from student participants, echoed findings in the library instruction literature that one-off instruction sessions are useful but insufficient, and more systematic efforts are needed to ensure students develop essential information literacy skills (059). In response, RIS created online tutorials and a self-paced library orientation game that students can use independently to develop research and information literacy skills and that faculty can incorporate into courses that do not involve in-person library instruction. They also began promoting information literacy directly to students, for example through presentations about "fake news" within the first-year THRIVE Program (see Engaged Students, Engaged Community, VIII.1.b.).

Librarians have also partnered with faculty at the department level on a longer-term project to design and implement a comprehensive Information Literacy Program "to directly align our [Information Literacy] program with the *Excellence in Action* priorities of academic excellence and skills for effective lives" (060). In Fall 2017 they partnered with the English Department to pilot an information literacy plan for the major that outlines discipline-specific information literacy learning objectives, points within the curriculum at which students build requisite skills, and a rubric for assessing whether learning objectives have been met (061). Since then, RIS has met with the Curriculum Committee and department chairs to raise awareness about the Information Literacy Program implementation project, with a goal of adding several new departments to the program every year.

IV.1.c. Peer Mentor and Peer Tutor Programs

Bryn Mawr uses an expansive, tiered system for supporting students' successful integration of critical skills. Two peer-based approaches include the Peer Mentors program and the Peer Tutor program. Peer Mentors are trained to help fellow students identify and implement techniques for more effective learning, including strategic study routines, effective time management skills, and note-taking, among others. Peer Mentors also advise students about seeking help from an instructor, analyzing a course syllabus or texts, course planning and selection, working in a study group, and accessing Bryn Mawr's many resources. Peer tutoring is provided by undergraduate tutors at no expense to students enrolled in 32 introductory and intermediate courses in languages and STEM fields.

IV.1.d. Q Project

Bryn Mawr has developed a "Q Project" to help students develop quantitative reasoning skills they need to make decisions, work successfully, and thrive in an increasingly data-driven world (062). The Q Project consists of a set of quantitative requirements that all Bryn Mawr students

must meet (see Academic Excellence, Section III.1.a.): QUAN courses; a Q Center; and a Q Mentors program to ensure that students have the support they need to meet those requirements (063). The Director of the Q Project reports to the Provost, and the Q Project and quantitative requirements are overseen and advised by a Quantitative Steering Committee, comprised of the director and faculty from departments that offer courses satisfying these requirements.

The Q Project director uses assessment data to iteratively design QUAN courses and Q Center services to improve student outcomes, with particular attention to the needs of low-income, first-generation, and under-represented minority students. Introduction to Quantitative Reasoning (QSem) is assessed using a pre- and post-test and by tracking Quantitative and Mathematical Reasoning (QM) courses that QSem graduates complete, their grades in those courses, and their majors at graduation. In all years for which pre- and post-test data were tracked, students who participated in the QSem showed improved average Quantitative Readiness scores. On the 40-point Quantitative Readiness scale, QSem students achieved scores on average five points higher at post-test. Further, average post-test scores typically exceeded the benchmark required for successful completion of the Quantitative Readiness requirement.

In addition to informing QSem content, assessment results have demonstrated the limitations of a single path or course for quantitative preparation and have led to the development of three additional QUAN courses. QUAN100 is a half-credit, half-semester course in Python programming, offered in the second half of the fall semester for students who fail to thrive in their first semester of general chemistry, introductory physics, introductory calculus, or introductory economics, and in the first half of the fall semester for any student who is interested. QUAN111 was designed as a bridge course between QSem and calculus or an entry point for weaker calculus students. In fall 2019 it moved to the mathematics department to be integrated into an alternative calculus sequence. QUAN121 is designed as a terminal quantitative course for students pursuing non-quantitative majors. It provides deeper exposure to Python programming through themes that change annually (e.g., music, phonology, museums) and satisfies the QM requirement. In addition to normal course evaluation mechanisms, QUAN courses are assessed through faculty and dean feedback and statistics on enrollment, course completion, and enrollment and success in subsequent QM courses (064; 065).

The Q Project also staffs and outfits a Q Center as a supportive environment for students who experience difficulty with quantitatively demanding courses. These students are disproportionately from underrepresented minority backgrounds and most do not plan to pursue quantitative majors; the director hires students with similar backgrounds and majors to serve as TAs and Q mentors, provides them with training, and involves them in peer-led instruction. QUAN TAs and Q Mentors hold office hours at the Q Center and copies of textbooks used in QM courses are available for in-center use. Q Center assessment includes detailed tracking of foot traffic during specific weeks of each semester (i.e. student's name, time, course, professor, topic, duration of visit, frequency of visits), and results have led to increasing the minimum GPA in QUAN courses for mentors to 3.7, hiring more mentors who are fluent in Spanish and

Chinese, expanding Q Center hours, reducing mentor staffing during slow hours, and the purchase of two laptops with relevant software (e.g., Mathematica, SPSS) for in-center student use ([065](#)).

IV.1.e. FIPSE and Teagle Grants

Bryn Mawr received two grants to explore blended approaches to helping students with weaker math skills or gaps in preparation while taking their introductory science and math courses. In 2014, Principal Investigator Anjali Thapar, Professor of Psychology, Jennifer Spohrer, Director of Educational Technology Services, and a team of faculty from seven colleges received a \$260,000 grant to develop and test a suite of online tutorials that could be used in undergraduate psychology research methods and statistics courses to help students self-assess and practice key concepts and skills. These tutorials, which have been published as open educational resources on a platform called MyOpenMath, have been evaluated using a pre- and post-test of skills and attitudes toward math, final course grades, and usage data collected from the modules themselves, and attitudinal surveys of student participants. Student responses on anonymous surveys taken after completing a module were positive: students found the materials relevant (92.7% agreed or strongly agreed), at an appropriate difficulty level for the course (80.6% agreed or strongly agreed), and reinforced what they were learning in class (82.9% agreed or strongly agreed). Analysis of the MyOpenMath usage data showed that students completed 84% of the mastery assessments and 45% of the practice activities. These modules continue in active use. In 2015, Bryn Mawr secured \$1.6 million in support of a project “Developing Blended, Scalable, Just-in-Time Mathematics Remediation to Improve STEM Degree Completion by Underrepresented, Underprepared and Low-Income Students.” Principal Investigators Elizabeth McCormack, at that time Professor of Physics and Associate Provost, and Jennifer Spohrer led a team of faculty from nine institutions in developing and testing a suite of online math review tutorials that were incorporated into gateway calculus, chemistry, and physics courses to help provide students with marginal math preparation get the support they needed to thrive in those courses and decrease the risk that those who wished to pursue STEM majors would drop out. This intervention was evaluated through a randomized, cluster-level study using pre-/post-skill testing and attitudinal surveys of students in the intervention and comparison groups and related institutional data on student participation in STEM fields, including majors and minors at the time of intervention, majors and minors at graduation, number of STEM courses completed, and STEM GPA for assessment. In this case, our evaluation found no statistically significant differences between comparison and intervention conditions on most measures of impact, although small sample sizes and significant variation in implementation across courses and institutions made evaluation difficult ([066](#); [067](#)). Resources developed for the pilot have been published on an open educational platform for instructors to adopt and adapt these for their own purposes.

IV.2. Problem-Based Learning and Applied Work

How will the College support curricular development that integrates skills in multi-dimensional problem-solving, digital fluency, and applied work?

MSCHE Standards: I (all); III (1-6), V (1-3)

IV.2.a. Praxis Program

The Praxis Program is the community-based learning program at Bryn Mawr College. It is housed in the Civic Engagement Office and is part of The Career & Civic Engagement Center. Praxis Program staff work with faculty in all academic disciplines to develop courses that integrate theory, practice, and intercultural exchange through student engagement in active, relevant fieldwork (see Academic Excellence, Section III.4 for details).

In Praxis 2, Independent Study, and Fieldwork Seminar courses, students and field supervisors are surveyed at mid-semester and at the end of the semester. Surveys are sent via email and are completed electronically so as to make the feedback loop less cumbersome for our partners and so that Praxis staff can easily analyze and report on quantitative and qualitative data. Questions on the surveys are designed to gather information for use in current and future classes. Additionally, with Praxis Independent Study and Fieldwork Seminars, Praxis staff members conduct field site visits (meetings with the student, field supervisor, and when possible, the faculty advisor) to discuss the experience, to reflect on course learning and goals holistically, and to identify ways in which to work together in the future.

Response rates for Praxis surveys have improved since implementing them electronically in AY 2015-2016. Praxis 2 courses have a current response rate of about 45%. Praxis Independent Studies and Fieldwork Seminars have a current response rate of about 83%. Higher response rates in Praxis Independent Studies and Fieldwork Seminars may be attributed to the inclusion of a requirement for feedback as part of the overall course process introduced in the learning plan. All Praxis Independent Study and Fieldwork Seminar students engage in the development of a learning plan with their faculty advisor and field supervisor before enrolling in the course.

Data from student and field supervisor surveys and field site visits, coupled with faculty consultations, meetings with Deans, and discussions with the Provost led Praxis staff to introduce the most definitive change in the program in recent history, the Fieldwork Seminar ([068](#)). The typical Praxis Independent Study course involves a single student, participating in a field internship under the supervision of a site sponsor and with the academic guidance of a Bryn Mawr faculty member. Praxis Fieldwork Seminars bring students working at independent but related field sites together to meet with a single Faculty Advisor. Each student has their own agency-based site supervisor, benefits from engaging with peers through the seminar, and receives academic guidance from a Bryn Mawr faculty member serving as the seminar leader. Fieldwork Seminars engage students in interdisciplinary exploration and expose them to more

structured activities focused on integrating The Career & Civic Engagement Center Core Competencies and Digital Competencies into their overall course experience.

Praxis staff continue their efforts to foster this initiative across other disciplines at the College and within the Tri-Co Community. Including Spring 2017 when the Fieldwork Seminar model was piloted, the Praxis Program has supported 10 Fieldwork Seminar offerings in five academic disciplines and one in general studies.

IV.2.b. Museum Studies

Bryn Mawr College's new interdisciplinary Museum Studies minor was designed as "a model of engaged liberal arts," providing students with a "rich and dynamic education in both museum theory and practice," through a combination of coursework, hands-on experience with Bryn Mawr Special Collections, and internship opportunities in museums, galleries, and archives in and beyond Philadelphia (069). A Museum Studies minor requires students to complete a core "Museum Studies: History, Theory, Practice" course, a second core course involving an exhibition-planning component, one or two experiential courses, and two to three elective courses cross-listed in Museum Studies or that have a significant museum studies component. (070). The Director of the Museum Studies minor works with faculty, Special Collections staff, and Praxis and Community Partnership staff to ensure that students have access to adequate, appropriate and interdisciplinary course offerings and experiential learning opportunities. The program was launched as a pilot in 2015 and evaluated by the Associate Provost in March 2017 to determine whether it should continue permanently as a minor. Evaluation criteria included the academic rigor of museum studies courses, course evaluations, grade distributions, enrollment numbers, the academic strength of senior theses in museum studies, and evaluation letters from students, faculty, staff, and external museum partners. The program passed this evaluation, and it is anticipated that the minor will be routinely re-evaluated using mechanisms similar to other academic minors. The Museum Studies director annually evaluates the number of students who sign up for the minor and the number who get internships, fellowships, or jobs in museums, galleries, archives, and so on. As more longitudinal data becomes available, the Director will partner with The Career & Civic Engagement Center and the Alumnae/i Engagement office to analyze the longer-term academic and career paths of Museum Studies minors.

IV.2.c. Blended Learning in the Liberal Arts/Digital Bryn Mawr Seed Grants

Bryn Mawr has been a national leader among liberal arts colleges in blended learning, and its work in this area has fostered curricular development that increases opportunities for students to develop digital fluency and work on complex problem-based work. The Blended Learning in the Liberal Arts initiative began in 2011 with a \$250,000 Next Generation Learning Challenges Wave I grant that Kimberly Cassidy, then Provost, received for a project involving 40 liberal arts colleges to explore whether the combination of online and face-to-face instruction – which research had shown increased faculty and student satisfaction and improved student learning outcomes at large commuter universities and community colleges – would have similarly

positive impacts at small residential colleges. Most faculty adopters used blended learning to increase opportunities for active learning in their courses, whether by substituting online interactive materials for lectures and freeing up more class time for problem or project-based inquiry or by incorporating digital project assignments. Our evaluation of these courses showed they improved student learning outcomes ([071](#)).

In 2014, President Cassidy secured an \$800,000 grant from The Andrew F. Mellon Foundation for “Developing a Liberal Arts Curriculum for the Digital Age,” which created a pool of internal seed-grant funding to help faculty develop blended learning approaches in the humanities and humanistic social sciences. Over three academic years, these seed grants funded 26 course and program development projects, which directly involved 25 faculty, 17 staff, 15 undergraduate interns, and five recent Bryn Mawr graduates hired as Mellon Digital Curriculum assistants. ([072](#); [073](#); [074](#)). An internally funded Digital Bryn Mawr Seed grant program, administered by Library and Information Technology Services, has continued and built on this program by opening it up to faculty, staff, and graduate students in all disciplines and by supporting projects, professional development, and campus events that foster the integration of digital technology into teaching, learning, and research. Grants awarded in AY2017-18 funded 19 projects directly involving 13 faculty, 17 staff, 4 graduate students, and 15 undergraduates and two recent Bryn Mawr graduates hired as Educational Technology Assistants ([075](#)). Participants have included faculty from 20 academic departments across the sciences, social sciences, and humanities, and from the Graduate School of Social Work and Social Research; and staff from LITS, The Center, the Office of the Undergraduate Dean, the Graduate School of Social Work and Social Research, Alumnae/i Relations and Development, and Facilities. The faculty, staff, and students involved in projects have had the opportunity to develop expertise with technologies ranging from online quizzing to podcasting to drones and photogrammetry. Course redesign projects like “Blending ECONB253 Introduction to Econometrics” or “Digital Projects for SOCLB102: Society, Culture, and the Individual” impact all students who take those courses, and projects that provide training and/or equipment for faculty and staff who subsequently train others, such as “Capacity-Building for Hybrid Curricular Offerings at the GSSWSR” and “Digital Storytelling Facilitation Training” have even broader reach.

IV.3. Digital Competencies

How will the College increase options for students to develop digital competencies and provide ways to certify that expertise?

MSCHE Standards: I (all); III (2-6, 8), V (2, 3)

IV.3.a. Digital Competencies Program

The impetus for a Digital Competencies Program came from the Blended Learning in the Liberal Arts initiative and a concurrent Board-initiated internal “Digital Bryn Mawr” Task Force evaluating the College’s technology infrastructure, planning, security, and capacity for using

digital technology in teaching, learning, research, business practices, marketing to prospective students, and alumnae/i engagement. Both highlighted the degree to which the College's ability to use digital technologies effectively hinged on the digital skills and critical perspectives on digital technologies of students, faculty, and staff. Although the College had been building curricular and co-curricular opportunities for students to develop digital competencies, there was no mechanism for helping them recognize and capitalize on the value of those competencies.

Bryn Mawr's Digital Competencies Program is designed to help students identify the digital competencies needed for 21st-century life and work, find meaningful curricular and co-curricular opportunities for developing those competencies, and learn how to articulate their competencies to different audiences. It began with a Digital Competencies Framework, which Jennifer Spohrer (Coordinator for Academic Technology Initiatives and later Director of Educational Technology Services), Gina Siesing (CIO and Director of Libraries), and President Cassidy developed in consultation with a wide range of stakeholders, including trustees; members of alumnae/i groups such as the President's Advisory Council; and faculty committees such as the Committee on Libraries and Information Computing (CLIC), the Curriculum Committee, and the Committee on Academic Priorities. The framework outlines 19 competency areas in five categories (Digital Survival Skills; Digital Communication; Data Management and Preservation; Data Analysis and Visualization; and Critical Making, Design, and Development), which stakeholders across a range of academic disciplines, industries, and career paths identified as relevant to student success at Bryn Mawr and beyond (076). Since 2016 the Educational Technology Services division of LITS has worked with departments across campus to build out Digital Competencies programming, integrate it into existing curricular and co-curricular opportunities, and raise awareness among current students, faculty, staff, alumnae/i, and prospective students.

Assessment has confirmed that Bryn Mawr has made great strides in creating curricular and co-curricular opportunities for students to develop digital competencies. Counting only courses, course projects, research projects, internships, and workshops with which Educational Technology Services (ETS) or the Digital Scholarship Program was directly involved, we created opportunities for 486 students to develop digital competencies over FY18 (non-unique; some students may have participated more than once). Self-reported data indicates that many more get opportunities in external internships, extracurricular activities, and courses in which LITS staff were not directly involved. ETS also partnered with the Office of Institutional Research to add questions about digital competencies to Bryn Mawr's Senior Exit Interview; of 125 graduating seniors (38% of expected graduates) who participated in exit interviews in spring 2018 and who had had two years of exposure to the Digital Competencies Program, 90 (72%) indicated they had had the opportunity to develop digital skills or critical perspectives on technology (077). In partnership with The Center and the Office of Alumnae/i Engagement and Development, ETS also surveyed the Graduates of the Last Decade (GOLD) about digital competencies and how they might have developed them while in college. Of the 122 alumni who responded, 67% indicated they had developed digital competencies through coursework in the

major, 42% indicated through internships, and between 30 and 40% indicated campus jobs, coursework outside the major, and independent research ([078](#)).

Since the evidence suggests that Bryn Mawr College students have many opportunities to build their digital competencies, ETS has focused on developing opportunities for students to reflect on, articulate, and get feedback on articulations of their digital competencies. For example, 293 undergraduates practiced articulating their competencies as part of professional development programming for recipients of Career & Civic Engagement Center Summer Internship Funding in summer 2016 and 2017, and over AY2017-18 ETS built a similar integration into orientation for the Praxis program. ETS has also offered articulation workshops for Help Desk trainees and for The Center's Career Peers, who help other students with resumes and cover letters. In partnership with The Center, ETS hosts two Digital Intensives (on Intensives, see Pathways to Purpose, Section VI.1), one on Working with Data and another on Digital Narratives. These two-day programs for 12-20 include hands-on, project-based workshops, interaction with alumnae and invited guests about related career and postgraduate academic paths, and a competency articulation workshop ([079](#)).

IV.3.b. Digital Scholarship and LITS internships

Bryn Mawr's Digital Scholarship Program and summer technology internships hosted by LITS also provide important opportunities for graduate and undergraduate students to build digital competencies. The Digital Scholarship program enables interested faculty, staff, graduate students, and undergraduates to connect and collaboratively develop digital scholarship skills and projects. The program offers an interdisciplinary Digital Scholarship Community of Learning for graduate students, who meet to discuss work or develop skills in areas like digital exhibitions, 3D modeling, textual analysis, and data visualization ([080](#)). As graduate students develop expertise, the Digital Scholarship program hires them to assist with collaborative digital scholarship research projects, develop pedagogical materials, mentor and supervise undergraduates, and teach workshops or run communities of learning for faculty, students, and staff. Undergraduates can apply for Digital Scholarship Research Assistantships and Summer Digital Fellowships, which provide a hands-on introduction to digital skills and experiences like data visualization, 3D modeling and wearable computing, with field trips and site visits to meet area professionals and sustained scholarly project work. LITS also hosts three to six summer Digital Technology Internships every year, which provide a similar mix of professional development and project-based work experience. Digital Technology interns work in pairs or small groups designing and completing a project for faculty and staff "clients." Projects have included a library orientation scavenger hunt, an augmented reality app, and information security educational materials ([081](#)).

IV.4. Diversity and Global Perspective

How will the College build upon our distinctive international orientation and strengths to provide our students with the knowledge, skills, and experiences to be successful in a globally networked world?

MSCHE Standards: I (all); III (2, 5, 8), IV (1, 4), V (2, 3)

IV.4.a. Global Bryn Mawr Initiative

The Global Bryn Mawr initiative attends to learning, community, and infrastructure concerning the College's global engagement, and constitutes an important part of the College's support for students' skills for effective lives. The initiative began in fall 2016 as a consequence of an International Action Plan ([082](#)) created through the efforts of four International Working Groups' 2013-15 study. Designed as a roadmap for stewardship of the College's distributed model of international engagement, the Action Plan details principles and guidelines for learning, community, and infrastructure, including an institution-wide network of committees that, led by the Associate Dean for Global Engagement, work in concert to support, prioritize, manage, communicate, and incubate international activities across many units of the College. One umbrella group, the International Coordinating Council (ICC), is chaired by the Associate Dean for Global Engagement (who sits on all of the Global Bryn Mawr committees), and contains subcommittees on Global Learning Experience and International Students Planning and Programming, each comprised of faculty and staff members, with students participating as well when their perspectives have been sought.

In the first three years of Global Bryn Mawr's existence, it has created new grant programs for faculty, staff, and students; supported the development of new opportunities for study abroad and exchange, summer study abroad, and summer internships abroad; supported visiting scholars; created a travel registry and planning process for the Graduate School of Arts and Sciences; established a college-wide travel registry and online risk/crisis management system; collaborated to stabilize and plan for the Study Abroad budget in relation to the suite of international engagement opportunities available to students; and enhanced communications at the College about global engagement within and beyond the institution. Global Bryn Mawr has surveyed all committee members each summer to seek suggestions for improvement and incorporated these to the extent possible. In Fall 2018, Global Bryn Mawr as a whole was reviewed by Associate Provost Bill Malachowski ([083](#)). The process included 12 interviews, review of all project documentation, and a self-study by the Associate Dean for Global Engagement ([084](#)). The review found that Global Bryn Mawr is on track and made streamlining suggestions that the Convener is working with the committees to realize. Looking ahead, an important goal directly relevant to equipping students with skills for effective lives, already articulated and in development through the ICC, is to articulate a set of global competencies to guide student learning outcomes. Global Bryn Mawr will turn to this project in AY2019-20, together with

continued work on partnership stewardship and development via, among other things, a new 360° focused on global perspectives of women's education.

IV.4.b. Demographics (diverse student body)

Global Bryn Mawr has brought focus to the experience of the College's international students, currently 22% of the student body, through the International Students Planning and Programming Committee. Establishing CPT in addition to the existing OPT, as well as integrating the Terra Dotta ISSS module for documenting these, has strengthened access for international students to off-campus and summer learning experiences the College supports. The International Student Association connects with ISE members as needed and both groups learn from the StoryCORE (Connecting Over Reflections and Experiences), which responds to the increasingly diverse population at Bryn Mawr College. Through StoryCORE, students train as discussion facilitators to support their peers to talk about their experiences, share their stories, and participate in open dialogue around issues of diversity. At the same time, for the past four years, the College has supported students' becoming discussion leaders on topics of race and diversity through the student-founded Dialogue on Race (DOR) initiative, which is now part of the first-year THRIVE program. StoryCORE and DOR, among many campus diversity, equity, and inclusion initiatives, spotlight the role of student leaders and the College's support for students' gaining intercultural, conflict-responsive, and advocacy skills needed on campus and in their professional lives.

IV.4.c. Study Abroad

While also discussed in other sections of the report (see Section V.I.c and Section VII.7), Bryn Mawr's semester and year-long study abroad mission is to promote the academic and personal growth of undergraduate students. The range of options together with a robust advising approach affords students the opportunity to plan their study abroad with thoughtful reference to their unique interests, goals, and identities. Negotiating and navigating the choice of programs, application, decision, course planning, and cultural transposition strengthen students' planning skills, in which they play a key role in shaping decisions and outcomes. Currently an ad hoc task force is working to streamline and render more predictable the budget side of Study Abroad without sacrifice of any of the contributions to students' academic growth and skill development.

Students also engage in international travel experiences in some 360° clusters (see Academic Excellence, Section III.4); and Global Bryn Mawr offers numerous summer study and experiential learning programs (see Pathways to Purpose, Section V.6), which afford students opportunities to build proficiency in language and cultural competencies not otherwise readily available. Summer internships coordinated by The Career & Civic Engagement Center or the Center for Peace and Global Citizenship at Haverford allow undergraduates to pursue career interests in places as varied as China, Mexico, Morocco, and Germany. Over the last three years, Global Bryn Mawr has contributed resources to advertising, funding student participation, and in some cases assistance in coordinating the Institut d'Etudes Françaises d'Avignon in southern

France; the Bi-College-Ghana Thinking Together/Lagim Tehi Tuma Action Research Fellowship in Dalun, Ghana; the Nanyang Technological University International Summer School in China; the Russian Language Institute Program; and most recently the Arabic Language and Culture Program in Amman, Jordan. The Overseas Study and Engagement Committee established the Global Bryn Mawr Student Fellowship, which offers students up to \$1,500 in support of participation in summer study abroad programs and independent research programs that take them overseas. The NTU International Summer School focuses explicitly on intercultural and transnational dialogue and enables students not always able to pursue full-semester study abroad (due to financial constraints or demands of their academic program) to engage this learning. The Arabic Language and Culture Program with Sijal Institute in Jordan was designed to serve as a bridge between years two and three of Arabic study, and to motivate students to persist in this challenging course of study. The emerging social service internship project in Chile invites students proficient in Spanish to apply; and the Ghana program, now in its 7th year, seeks to model a mode of engagement between the Global South and the Global North through which students learn to question and move beyond colonized frameworks of knowledge and power.

IV.4.d. Language Learning

The College is committed to funding language study and sustaining a strong tradition of small, independent, innovative programs in each language. The language departments share a commitment to language education to enhance proficiency and foster modes of thinking and of cultural engagement (see Academic Excellence, Section III.1.a). The College also offers a variety of extracurricular opportunities for language learning, including pen-pal and Skype dialogue programs, language tables, a 3rd and 4th year Russian conference, a weekly Classics colloquium, annual documentary film series, 2018's "Europe on the Rocks" lectures, and more. Students connect coursework with opportunities to serve as language teaching assistants, to study abroad, to study in the Tri-College Linguistics program, and to pursue College-supported summer language study programs and on-campus Russian study through the Flagship Program. Building on the College's Praxis program, language departments offer opportunities for students to connect language learning with community engagement. Examples include a Spanish course in which students translate newsletters for Philadelphia organizations and a French course in which students translate personal narratives by African women as part of an empowerment project. In spring 2019 the program in Latin American, Iberian, and Latina/o hosted the Greater Philadelphia Latin American Studies student conference. The BA/MA programs in French and Classics offer students the opportunity to combine undergraduate and graduate study during four or five years. The French program intersects with the internationally known Institut d'Avignon program, which has been administered and supervised by BMC's French department since 1962 and draws undergraduate and graduate applicants from the U.S. and Europe.

IV.5. Applied STEM

How will the College explore ways in which students can obtain experience in applied science and engineering?

MSCHE Standards: I (1-3); III (5), IV (4), V (2)

Bryn Mawr has a long history of successfully preparing and graduating women in STEM fields and has developed numerous programs and curricular offerings to help students with an interest in STEM develop that interest and overcome obstacles to a STEM career (see Pathways to Purpose, Section V.4). Students who wish to pursue a liberal arts degree and an applied science degree can participate in one of several combined degree programs (see Academic Excellence, Section III.3). In addition, the Department of Physics has developed an introductory course, PHYS105, Design and Making for All, as a gateway to exploration of applied science. This combined lecture and lab course explores how products are designed and made, introducing the engineering design process, creativity methods, human factors, and ideation. Students create product prototypes using tools such as 3D printers and laser cutters as well as reverse engineering. PHYS105 is designed for students across disciplines, with no prerequisites other than Quantitative Readiness ([085](#)). The course was first offered in fall 2018 with 17 students, including four first-years, six sophomores, three juniors, and four seniors. Most had not yet declared majors, but those who had majored in Classical Languages, English, Growth and Structure of Cities, Sociology, and an Independent Major in Theater ([086](#)). Bryn Mawr's student-organized Engineers and Makers Club also hosts workshops and events for fellow students and collaborates with faculty and staff to increase opportunities and resources for students with STEM interests ([087](#)). The renovation of Park has created the opportunity to build a new Maker Space, supported by a newly created staff position, with a 3D printer, a laser cutter, and power tools for student and curricular use.

Conclusion

Since its last Self-Study and the adoption of the *Excellence in Action* strategic vision, Bryn Mawr has made clear progress on its Skills for Effective Lives priority, including progress on all five Action Steps, which formed the basis for our lines of inquiry. We have thoughtfully discerned and identified essential cross-disciplinary skills students need to succeed at Bryn Mawr and beyond, mapped out where and how students may acquire them in the curriculum and across the institution, created opportunities, and then assessed the results and refined programming accordingly.

V. Pathways to Purpose Priority

MSCHE Standards: I (all); II (1, 2, 5); III (all), IV (1, 4-6); V (all); VI (1-6, 8, 9)

The Pathways to Purpose priority focuses primarily on support and learning opportunities for students to communicate effectively to employers and the broader society the purpose and value of their work at Bryn Mawr, and to translate their skills into the widest possible variety of post-graduation pursuits. This priority also contributes to enabling students to thrive in the Bryn Mawr academic community and develop skills for the effective use of a 21st-century education.

The Pathways to Purpose Working Group reviewed evidence of Bryn Mawr's commitment to developing and enhancing students' ability to connect what they learn in the classroom with what they will do in the world, pursuing seven lines of inquiry based on Action Steps outlined under the Pathways to Purpose Priority in *Excellence in Action*:

We will invest in curricular and co-curricular programs that enhance students' ability to connect what they learn in the classroom with what they will do in the world, including research opportunities; experiential learning; internships and work; global experiences; and programs of our Career & Civic Engagement Center.

1. We will continue to invest in our Career & Civic Engagement Center to increase programming for students, connections to faculty, and outreach to prospective employers and graduate study opportunities.
2. We will enhance our alumnae/i network by developing more robust networking and career engagement between and among alumnae/i and students.
3. We will publicly advocate for the long-term professional and personal value of study in the humanities and arts. Through programming, support, and celebration of our strengths, we will also help humanities and arts students to articulate that value for a rich array of careers and advanced study.
4. We will promote Bryn Mawr's longstanding success in graduating women in STEM, particularly in sub-fields where women are under-represented. We will emphasize the importance of STEM education that integrates the humanities, arts, and social sciences.
5. We will enhance the professional value of on-campus work experiences to help students to develop skills that will be valuable in postgraduate positions.
6. We will build internship and employment partnerships that benefit students in all majors, particularly in fields where gender equity is far from being achieved.
7. We will seek opportunities and support for study, research, and internships abroad.

V.1. Invest in The Career & Civic Engagement Center

How is Bryn Mawr investing in The Center to increase programming for students, connections to faculty, and outreach to prospective employers and graduate study opportunities?

MSCHE Standards: I (all); II (1, 2); III (1, 2, 4, 5, 7, 8), IV (1, 5, 6); V (all); VI (1- 6, 8, 9)

Recently many colleges and universities have consolidated academic support or career services into learning commons or resource centers. Bryn Mawr perceived a related but different set of needs and opportunities connected to the College's mission to empower students through liberal arts education. It became clear that a consolidated, well-supported center could cultivate student leadership and greatly enhance students' capacity to realize the promise of a liberal arts curriculum.

This new direction was spurred in part and reinforced by an assessment of what was at the time the Bi-College Career Development Office, operated jointly by Bryn Mawr and Haverford and headed by a Haverford-based Director. Data collection included consultant evaluation of existing practices and interviews with staff and students. The consultant's report made several recommendations ([088](#)), among the most notable being to restructure Career Services with an eye towards innovation, and to adopt a more holistic approach to professional preparation including faculty, alumnae/i, and staff.

Supplemented by data collected from an internal task force and feedback from alumnae/i and trustees, in AY 2013-14 Bryn Mawr established the Leadership in the Liberal Arts Center, later renamed The Career & Civic Engagement Center (The Center). Bryn Mawr secured a \$5 million donation from an anonymous set of parents, \$5 million in matching challenge funds, and a second \$5 million gift from the parents when the College had raised its match, which it did within two years of the initial gift, reflecting a strong consensus about The Center's importance to the College's mission. The advent of The Center marked the split of the Bi-College Career Development Office into dedicated operations for each college, with Bryn Mawr's Career Development staff and resources integrated into The Center, along with its Civic Engagement staff. An Associate Dean position was created to lead The Center, along with other new positions aligned with The Center's goals and needs. With input from faculty, staff, students, and alumnae/i, The Center developed a mission statement and a competency-based educational model in AY2014-15. The Center's Competencies provide a framework for its work preparing and supporting liberal arts students and alumnae/i to become effective, self-aware leaders in their chosen pursuits.

The Center currently consists of 17 professional staff and more than 30 student staff who develop, lead, and assess a wide variety of hands-on developmental and exploration opportunities available primarily to students, and also to alumnae/i. The Center has invested in technological systems to improve access to opportunities, including job and internship tools

like GoinGlobal, Vault, Internships USA, and What Can I Do with This Major. The Handshake career management system enables students to schedule career counseling appointments; register for programs, workshops, and events; apply for job and internship opportunities; and schedule on-campus interviews for internships and post-graduation opportunities. More than 80% of each class year logged in to Handshake during its first year, and many students have completed profiles that enable meaningful connections with opportunities relevant to their interests. Currently Bryn Mawr is exploring the expansion of Handshake to students in the Graduate School of Social Work and Social Research (GSSWSR).

The institutionalization of The Center's mission, model, staff support, and technological systems has enabled Bryn Mawr to increase programming for students, strengthen connections to faculty, and conduct outreach to prospective employers and graduate study opportunities. During AY2017-2018 The Center made more than 300 practical, experiential, and professionalization opportunities available in a variety of formats and interest areas, and hundreds of opportunities to meet personally with Center staff are available each academic year. Examples include:

- *Intensives.* This program provides groups of 10 to 50 students with focused, immersive experiences over either a three-to-five-day period or 24-40 hours spread over a longer time. The Center has developed 14 Intensives and on average offers 10 in any given year. The Job and Graduate School Boot Camp, a three-day course offered prior to the start of the academic year, teaches students how to navigate next steps after graduation, and includes interactive sessions with Center staff and a graduate school expert, a financial literacy session taught by financial professionals, and site visits to professional organizations and graduate schools, followed by small-group sessions that meet the needs of students according to their class year. Other Intensives include Humanities @ Work, Google-led Applied Computer Science, Data and You (in collaboration with LITS), Leadership Learning Laboratory, Management, Finance, and Effective Grantsmanship.
- *Praxis.* Bryn Mawr has long valued Praxis, in which fieldwork and practical application play a key role in student learning, and in which faculty, staff, students, and outside organizations partner integrally (see Academic Excellence, Section III.4). The Center has contributed to the expansion of Praxis, offering two different fieldwork-intensive models and developing a Praxis Independent Study course and – based on feedback from students and faculty – a Praxis Fieldwork Seminar course model.
- *The Major Work Plan.* The Sophomore Plan is a program of the Undergraduate Deans' Office that enables students to engage in reflection and planning to pursue majors that reflect their interests and aspirations. In 2015 The Center worked with the Dean's Office to integrate a resume requirement into the Sophomore Plan, with Center staff reviewing student resumes while Deans work with the students on their major plans. The result is a Major Work Plan that coordinates academic and professional goals and helps students

articulate their curricular and co-curricular experiences on their resumes and in a range of public and professional venues. As a result of assessment feedback gleaned from an annual sophomore student survey, The Center has added a new career exploration resources page to the Sophomore Plan web site and has streamlined communication and procedures for the resume requirement ([018](#)).

- *Professionalization and Relationship-Building.* The Center connects students with resources that allow them to explore how their academic interests connect to the world of work. In collaboration with the Undergraduate Dean's Office, The Center awards mini-grants for students to present their work and network with future colleagues at conferences and symposia. Student-alumnae/i connections also are a priority. The Alumnae/i in Residence program brings an alum to campus for the day for one-on-one and small-group interactions. Bryn Mawr's longstanding annual Alumnae Volunteer Summit brings more than 125 alumnae/i in key volunteer roles to campus each fall. In 2017 the End of Summer Fest was established to take advantage of this alumnae/i presence. The College closes the student dining halls, and students join alumnae/i in a fun, connection-building festival day of food, live music, games, and raffles.

At the graduate level, the GSSWSR collaborates with The Center through staff who develop and manage career programming and internships germane to GSSWSR students. GSSWSR students also gain valuable experience and contribute to the undergraduate student experience by working with The Center's Civic Engagement staff to help lead the undergraduate Community-Based Work Study program, and to participate in some Intensives. Two GSSWSR alums are now full-time staff members in The Center. GSAS students can schedule appointments with The Center's Career and Professional Development team; and the biennial Graduate Career Symposium provides an opportunity for career guidance and conversations with GSAS alumnae/i. Within GSAS, professional development sessions for STEM fields are offered monthly. In addition to these graduate-level programs, all of The Center's offerings, including alumnae/i events, are open to the full student body, both undergraduate and graduate. The degree to which graduate students avail themselves of The Center's services is limited, however, because the needs of undergraduate and graduate students often differ, as do their schedules and the pacing and components of their academic careers.

As The Center has developed, assessment has been ongoing. Students provided data through a survey developed and conducted in partnership with the undergraduate student representatives to the Board of Trustees, which generated 426 responses from students in various class years and has informed strategic planning by The Center's leadership ([089](#)). In addition, the Alumnae Association staff member focused on alumnae/i career services assessed alumnae/i in 2012 through a survey and repeated the survey process in 2019 (now as a member of The Center's staff). This data will be used to assess post-graduation trends among alumnae/i and to provide some degree of assessment of "before and after" impact of The Center on graduates' post-college

pathways. The Center draws further assessment data from COHFE Senior Surveys conducted in 2013 and 2017. Center staff produce annual reports as mechanisms to evaluate the programs offered, engagement in the services, and to identify any gaps, resulting in an abundance of data that has been used by The Center to identify strategic goals for the next three years.

Finally, over the next two years Bryn Mawr will address a significant area for improvement and further innovation with regard to The Center: its staff, located in multiple buildings, will be consolidated into a new student center for well-being housing a variety of services and resources dedicated to Bryn Mawr students' health and well-being, and to development of community and leadership potential (see Engaged Students, Engaged Community, Section VI.1.a).

V.2. Enhance the Alumnae/i Network

How is Bryn Mawr working to enhance alumnae/i network by developing more robust networking and career engagement between and among alumnae/i and students?

MSCHE Standards: I (all); II (1, 2); III (2, 4, 8), IV (1, 6); V (2, 3, 5); VI (1- 6, 8, 9)

Over the last five years, Bryn Mawr has restructured multiple alumnae/i-related offices, instituted a strategic plan for increased philanthropy and alumnae/i engagement, and created programming for students and alumnae/i that enhances alumnae/i connections with the College, students, and the alumnae/i network. In 2016 the Alumnae Association office merged with the Development Office to form the Alumnae Relations and Development (ARD) Office, under the leadership of the new position of Chief Alumnae/i Relations and Development Officer ([090](#)). The creation of the ARD eliminated duplication in alumnae/i engagement efforts and realized resource efficiencies, enabling Bryn Mawr to increase the support for, effectiveness of, and international scope of its alumnae/i network while enhancing alumnae/i fundraising in support of the \$250 million *Defy Expectation* campaign.

In addition to sharing their treasure (philanthropy), alumnae/i are asked to share their time, knowledge, and talents. Bryn Mawr offers myriad engagement opportunities for alumnae/i and parents, culminating in high-level volunteer opportunities including the Board of Trustees, the Alumnae Association Executive Board, the President's Advisory Council, and the Family Leadership Council. This pool of talented and distinguished thought leaders sets an example for the rest of the alumnae/i network and amplifies the College's mission and visibility. GSAS and GSSWSR alternate membership on the Alumnae Association Executive Board to ensure connection to the graduate programs ([091](#)).

ARD and Center staff also work in tandem and with the President's Office to deliver enhanced career coaching and networking opportunities to across the nearly 27,000-strong alumnae/i network. More than 4,000 of the 15,000 alumnae/i with LinkedIn profiles have been organized into a Bryn Mawr LinkedIn alumnae/i group ([092](#)). In 2018 The Center met with nearly 250

alumnae/i in several major cities for individual career coaching and support, and in partnership with the alumnae/i club network hosted regional workshops for professional networking. The alumnae/i clubs, overseen by Associate Director of Regional Alumnae/i Engagement, have created targeted industry events like Women in Business (New York City) and Women in Tech (San Francisco). During these events, alumnae/i industry leaders speak about career paths and challenges working in historically male-dominated industries. Alumnae/i programming like Reunion Weekend, Alumnae/i Volunteer Summit, regional clubs, affinity groups, and Graduates of the Last Decade bolsters the vitality of the alumnae/i community by promoting engagement among recent graduates. New alumnae/i receive specialized engagement communications and are encouraged to network as a cohort and participate in webinars to reinforce engagement. Regional send-off parties hosted by parents and alumnae/i welcome new graduates into the alumnae/i network. Two years ago ARD created an Associate Director of Affinity Programming role to manage interest- and identity-based affinity programming. Alumnae/i of Color and LGBTQIA+ affinity groups have hosted campus networking events, career panels for students, and community-building experiences.

Alumnae/i engagement programming also extends to the current student body. Meet a Mawrter leveraged the alumnae/i network for informational interviews and casual coffee meet-ups with other alums and some students ([093](#)). Assessment of the pilot led ARD and The Center to develop Mawrter Connect, an enhanced networking tool powered by PeopleGrove, which launches in fall 2019. Project Mawrter, a *Defy Expectation* engagement initiative, aims to increase pride and brand visibility of the College, for example encouraging alumnae/i to update their LinkedIn profiles to include Bryn Mawr and mention the College in their professional biographies ([094](#)). The Alumnae in Residence program enables small groups of students to spend time with an alumna/us who returns to campus to discuss topics like graduate programs, the job hunt, work-life balance, and definitions of success ([095](#); [096](#)). Alumnae/i also participate in Center Intensives and are encouraged to post career opportunities on Handshake. They have established a specialized area in the system called Career & Civic Engagement Center Leads, where alumnae/i can provide referrals to jobs outside the alum's own company, or for which the alumna/us is not the hiring manager.

V.3. Promote the Value of Study in Humanities and Arts

How is Bryn Mawr advocating for the professional and personal value of study in the humanities and arts, and helping humanities and arts students articulate that value?

MSCHE Standards: I (all); II (1, 2); III (all), IV (1, 4, 5, 6); V (all); VI (1-6, 8, 9)

About one-third of Bryn Mawr undergraduates major in the humanities, and the College's liberal-arts model is based on the integration of the humanities with the social sciences and STEM. Bryn Mawr's curricular and co-curricular offerings all promote the conviction that the humanities prepare students for many types of post-graduation opportunities. The College

promotes the value of the study of the humanities, the humanistic social sciences, and the arts most directly through a series of robust extracurricular academic programs that engage the entire campus community and the general public. The Visiting Writers Series brings award-winning authors to campus for readings and discussion of their work, in events open to the general public. The Center for Visual Culture, which draws upon the College's rich traditions in art and archaeology and augments them with rigorous study of 19th- to 21st-century visual media, has for 20 years offered a weekly colloquium, which hosts presentations by scholars in fields like Africana Studies, Biology, Archaeology, Gender and Sexuality Studies, History, History of Art, Philosophy, Political Science, Sociology, languages and literatures, along with talks by artists, curators, filmmakers, and other practitioners and theorists who work with visual images. The weekly Classics Colloquium series brings to campus distinguished speakers on a variety of literary, archaeological, and historical subjects. The Mary Flexner Lectureship, named after 1895 graduate Mary Flexner, brings some of the world's preeminent humanists to campus for short-term residencies in which they deliver a series of lectures supplemented by a host of coordinated curricular and public events, and by a publishing partnership with Harvard University Press. Bryn Mawr also hosts a regionally recognized Arts program, which draws members of the general public to campus and in 2018 received a *Philadelphia Magazine* Best of Philly award for its public Performing Arts Series ([097](#)).

In 2016 the College secured an \$800,000 grant from the Andrew W. Mellon Foundation to promote the value of the humanities. The grant enabled Bryn Mawr to retain strategic communications firm Berlin Rosen in AY2017-2018, which led to an increase in humanities faculty featured in such media outlets as *The New York Times*, *The Los Angeles Review of Books*, Philadelphia NPR affiliate WHYY, and *The Pulse* podcast. The grant also enabled Bryn Mawr's Communication staff to produce short videos of undergraduates, graduate students, and alums describing how their humanities coursework connects to how they approach work in the world. These videos have been shared via electronic newsletters, the College website, and social media channels including Facebook, Instagram, and Twitter, with strong viewership across platforms. The grant also enabled the launch in Spring 2019 of a Humanities@Work Intensive, which asks students to explore the skills that humanities students broadly possess, ones that they specifically hold, and abilities they might want to cultivate further. While familiarizing themselves with interdisciplinary research on the role the humanities play in one's life, they engage with guest speakers about how this plays out in the world. Thirty-two students across all class years applied for 20 positions, and 15 alumnae/i and guests with degrees in the humanities shared their stories.

Over the past five years, as Bryn Mawr's public profile has resurged, President Cassidy has emphasized the value of the liberal arts in public remarks, panel presentations, and publications. Similarly, the College's re-energized alumnae/i network has contributed to Bryn Mawr's public advocacy efforts, speaking out about the value of their Bryn Mawr educations when they receive awards and are interviewed by the press, and during the course of their everyday interactions in their social and professional networks.

Since 1988 the Mellon Mays Undergraduate Fellowship (MMUF) program has encouraged underrepresented students and those committed to eradicating racial disparities to pursue academic careers in the humanities and humanistic social sciences. Each MMUF Scholar engages in an independent research project over the junior and senior years under the mentorship of a Bryn Mawr faculty member. Scholars receive academic-year and summer stipends, support for research and travel expenses, and GRE preparation. Graduates who enroll in PhD programs in approved fields are also eligible for funds toward education loan repayments. Likewise, each year Bryn Mawr's Hanna Holborn Gray Undergraduate Research Fellowship program awards up to 15 students a summer fellowship of \$4,500 to undertake an independent research project in the humanities or humanistic social sciences. Fellows participate in a three-day summer seminar, faculty and staff-run sessions throughout the academic year, and weekly meetings with two graduate student mentors to work on ideation, research, and writing. The program concludes in the fall with a conference during which the Fellows present on their findings and/or on the experience of doing independent summer research.

The Center also awards more than \$500,000 annually to support more than 100 students in unpaid summer internships, particularly in arts and humanities fields where paid internships are not typically available. Bryn Mawr's Museum Studies Program provides opportunities through summer internships, Praxis, and 360° course clusters for students to explore how their humanities majors fit into the work of museums and cultural institutions (098). Through the generation of these exploratory pathways, students can engage in ongoing relationships with a single organization or acquire a broader sense of careers and education in museums and cultural institutions through different organizations. Out of these partnerships came the first-ever Meet Up, an alternative to the traditional career fair, in which 52 students attended a panel on careers in museums with partners working in Philadelphia museums.

V.4. Success in STEM

How is Bryn Mawr promoting success in graduating women in STEM, particularly in sub-fields where women are under-represented?

MSCHE Standards: I (all); II (1, 2); III (1-5, 8), IV (1, 5, 6); V (all); VI (1- 6, 8, 9)

Despite the national deficit of women in STEM, Bryn Mawr excels in helping women persist in their pursuit of a STEM degree and career. From 2015-2017, 28% of the degrees awarded to women at Bryn Mawr were in STEM, 2.5 times the national rate for women. Bryn Mawr has made particularly important strides in mathematics, awarding degrees at a rate 10.4 times the national rate for women from 2015 to 2017. And Bryn Mawr is consistently among the top 10 liberal arts institutions in *U.S. News and World Report's* college rankings for the proportion of students going on to complete a Ph.D. in a STEM field. Bryn Mawr's longstanding commitment to supporting underrepresented groups in STEM is also seen in the outcomes of Latinx and

African American students. In 2015-2017, 22% of degrees awarded to Latinx and African American women at Bryn Mawr were in STEM, more than twice the national rates ([099](#)).

To ensure that STEM accomplishments do not end with a diploma, Bryn Mawr is working to create a scaffold of support from early in a student's college career through post-graduation STEM pathways. The STEM Posse program exemplifies this commitment to overcome the national deficit in STEM persistence, particularly for members of historically underrepresented groups. In 2012 Bryn Mawr became the first women's institution to recruit a STEM Posse, comprised of 10 students from Boston-area public schools ([100](#); [101](#)). Bryn Mawr works with the Posse Foundation to identify students who have expressed interest in STEM and have demonstrated outstanding leadership and academic promise. The College seeks to create a welcoming, supportive environment in which the students can pursue degrees while exploring their identities as scientists and making an impact as scholars and leaders on campus. Students are offered a pre-matriculation immersion program, one-on-one faculty mentorship, and funding for research internships. Qualitative questionnaires on their experiences, strengths, challenges, and scientific identities have proven valuable as metacognitive reflections for students and as assessment tools for revising the programming. Since the advent of STEM Posse at Bryn Mawr, the College has successfully retained 98% of students in the STEM cohorts from the first to second year. Of the 30 students who make up the first three STEM Posse cohorts, 90% have completed their degree to date, and 74% of these have completed at least one STEM major.

Support for success in STEM includes the creation of new majors in Environmental Studies, Biochemistry and Molecular Biology (see Academic Excellence, Section III.1.b), supplemented with programming to support co-curricular and pre-professional exploration of STEM pathways. Bryn Mawr has also created combined degree programs for students interested in engineering and is in the process of creating a data science program. Each summer since 1989, Bryn Mawr has provided at least 35 students with 10-week research stipends to conduct STEM-related research under the guidance of Bryn Mawr faculty. Students participate in hands-on lab work, professional development workshops, and the Ann Lutes Johnson Speaker Series, and present their research to the community at a fall Poster Symposium.

Beginning in 2015, through Bryn Mawr's grant-funded Pilot Bridge Project, The Center developed an Intensive designed to bridge STEM courses to non-research-based careers in the sciences. Themes include STEM and the Community, STEM and Innovation in the Private Sector, STEM and the Arts, and Data and You. Student feedback has led to the modification of content and adjustment of the schedule to help students engage more closely and effectively with speakers and learning materials. Designated funds from a Sherman Fairchild grant also go to support students doing STEM internships not directly related to scientific research.

Finally, The Center provides career and professional development programming centered on supporting students in their exploration of STEM pathways. This programming includes

workshops focused on exposing students to STEM careers or graduate studies and supporting the development of professional skills needed for pursuing paths in STEM. On- and off-campus STEM employer events, site visits, and recruiting days afford students the opportunity to connect with recruiters, companies, and organizations while providing direct, in-person experiences of STEM careers. Similarly, alumnae/i-related programming brings Bryn Mawr alums in STEM careers to campus to connect with students and speak to the value of a Bryn Mawr STEM degree.

V.5. Campus Work Experiences

How is Bryn Mawr working to enhance the professional value of campus work experiences?

MSCHE Standards: I (3, 4); II (1, 5); III (4, 8), IV (6); V (3, 5); VI (4, 6, 9)

Over 50% of undergraduate students are employed in on-campus positions with the Undergraduate Dean's Office, Residential Life, Student Activities and Orientation, the Pensby Center for Community Development and Inclusion, Dining Services, The Center, LITS, and many other offices. The positions include experiences that can build students' capacities in communication, customer service, problem-solving, teaching, and other skills relevant to their postgraduate pursuits. The Center's Career & Professional Development program helps students maximize the value of their on-campus work experiences through individual career counseling, professional development workshops, and self-guided educational tools. Center staff help students reflect on their work activities and translate their experiences for professional contexts. The Center recently has taken on the further task of exploring how the experience of on-campus student employment can become a High-Impact Practice as defined by the American Association of Colleges & Universities (AAC&U). In AY2016-17 The Center incorporated elements of the Iowa GROW (Guided Reflections on Work) program into Student Coordinator and Career Peer evaluations. GROW questions encourage students to reflect on the skills they have developed in their work roles, and to explore how their on-campus work enhances their academics and vice-versa. Currently The Center has a working group that is tasked through December 2020 with exploring how the campus-wide model of student employment can be reimaged.

V.6. Internship and Employment Partnerships

How is Bryn Mawr building internship and employment partnerships that benefit students in all majors, particularly in fields where gender equity is far from being achieved?

MSCHE Standards: I (2-4); II (1, 2); III (2, 4, 7, 8), IV (2, 5, 6); V (2-6); VI (2, 4, 6, 8, 9)

The formation of The Center in 2014 brought internship programs under the same roof as Career and Professional Development and Civic Engagement, with increasingly positive results. In annual Senior Destination surveys, 73-78% of students report completing at least one internship while at Bryn Mawr, with many completing more than one. For the class of 2018, 17% of students report participating in Praxis Independent Study Courses, up from 12% in 2014, a 41% increase ([102](#); [103](#); [104](#)). Students with diverse interests and needs can now engage in tightly

integrated employment and internship experiences through The Center, including academic-year Praxis internships ([105](#)), community-based work study ([106](#)), externships ([107](#)), and paid and unpaid summer internships ([108](#)).

Bryn Mawr is committed to supporting and enhancing learning through summer internships, providing about \$750,000 annually to support 8-10 week summer internships and research experiences, mainly in the form of individual \$4,000 stipends. Since 2014 students receiving funding must complete a comprehensive internship program built to encourage learning and reflection. The program now includes a learning contract, reflection assignments, self-assessment, and the capstone Bryn Mawr and Beyond Symposium, where students share their experiences with the community over Family Weekend. Internship programs funded by The Center include the Summer Science Research Program (see Academic Excellence, Section III.2.e); the Lagim Tehi Tuma Fellowship in Dalun, Ghana; the Civic Engagement Summer of Service Program; and LITS Digital Technology Internships. The Bryn Mawr and Beyond Program also funds summer internships for students in domestic and international self-designed internships, and internships with designated organizational partners. Applications for internships with organizational partners increased 18% from summer 2017 to summer 2018, with 23 full-time internships funded domestically and abroad in 2018. Rising student interest has led to the establishment of new organizational partnerships for 2019 ([109](#); [110](#)).

As of summer 2018, any student doing a paid or unpaid internship has the option of enrolling in the 0.5 credit Metacognition and Personal Development course that launched in 2015 (see Engaged Students, Engaged Community, Section VI.2). Each year 40-60 students choose to enroll in the course, which also enables international students doing internships in the United States to be authorized for Curricular Practical Training. Most years, evaluations are collected from students and organizations to assess the internship and learning experiences. Prompted by evaluation data, the entire orientation was moved to a digital format in 2018, and financial literacy and management training was added to the orientation materials.

As a result of the end of the Bi-College Career Development operation with the creation of The Center in 2013, Bryn Mawr is better able to promote itself to employers as a women's college, enhancing efforts to connect with organizations specifically looking to hire women. As a result of this shift, Career and Professional Development (CPD) has expanded and focused job recruitment opportunities. For example, in 2015 and 2017 CPD hosted alumnae/i from Accenture to help students prepare for the Accenture Women's Career Consortium, which brings together accomplished female leaders and emerging talent to discuss key topics and interview for internships and jobs at Accenture through a women-focused event. Since the Consortium's first campus visit, Accenture has hired five Bryn Mawr graduates.

The Handshake career management system has enhanced access to career opportunities: during the first year in AY2017-2018, CPD staff approved or expired more than 10,000 job

postings, compared to just over 3,000 in the last year of the previous career management system. Similarly, in 2017-2018 Bryn Mawr alumnae/i-provided job opportunities and internship experiences increased by 33% compared to 2016-2017. The Center also has developed recruiting partnerships with employers focused on diversity recruiting, specifically in technology. Working with recruiting teams at Google and Facebook, Bryn Mawr has developed and expanded creative partnerships that give students access to job openings, networking opportunities, and tools to help them in the application process. As a result, Google has hired Bryn Mawr students each of the last three years, and in 2018 a Bryn Mawr student was named a Google Lime Scholar. Facebook has hired a Bryn Mawr student each of the last two years and increased its recruiting presence from two to four events from AY2017-2018 to AY2018-2019.

Identifying organizations that advance education and access to opportunities specifically for women is important to Bryn Mawr. Based on a connection to the Forté Foundation suggested by a Bryn Mawr trustee, in 2017 The Center became a member organization and hired two students as Forté Foundation campus representatives to promote the Forté Foundation online community, Rising Stars, conference opportunities, and campus events focused on business careers. By the end of 2018, 95 Bryn Mawr students had Forté Rising Stars accounts and 25 had attended a Forté Foundation Conference ([111](#); [112](#)). The Center hosts or co-hosts multiple similar events throughout the year that give students access to alumnae/i and professionals in the business sector, including the first Tri-College Finance Showcase in September 2018; an “Invest in Her Future” panel; and multiple Alumna-in-Residence days. The Tri-College Recruiting Consortium of Bryn Mawr, Haverford, and Swarthmore Colleges has grown exponentially, now offering two Career Fairs and Interview Days. In January 2019 the events brought 60 organizations to recruit across the Tri-College population, a 7% increase from 2017. Students also had the opportunity to be selected for on-campus interviews, many of which served as first-round interviews for formal applications.

GSSWSR and GSAS have additional connections to organizations that support the professional development of their graduate students. Per accreditation standards of the Council on Social Work Education, GSSWSR students complete at least 900 hours of supervised field education internships, while MSS graduate students complete internships as required for certification. Organizational partnerships are created through graduate practicums, while GSAS students have research opportunities with national and international organizations, and students in the Graduate Group in Art History, Archaeology, and Classics may apply for curatorial internships with five major Philadelphia cultural institutions underwritten by a past NEH Challenge Grant.

Moving forward, The Center intends to use enhanced data collection to understand internship-to-career pathways for students. The sophistication of data collection has increased over the years, from write-in cards distributed at graduation in the past, to a personalized survey link currently distributed in April and May through Qualtrics software. The Center uses student IDs to explore whether patterns exist that lead to specific post-graduation outcomes. The goal is to explore six

years' worth of internship data self-reported by seniors in the destination survey, which achieves a 95-98% response rate each year, to where students are interning, what organizations are represented, how this connects to recruiting strategies, and whether the timing or number of internships has an impact on post-graduation outcomes. The graduate schools also collect data on their graduates at graduation and use that data to understand the pathways of their alums.

V.7. Work Abroad

How is Bryn Mawr seeking opportunities and support for study, research, and internships abroad?

MSCHE Standards: I (all); III (2-5, 7, 8), IV (2); V (3-5); VI (1, 8, 9)

About 100 undergraduate students study away each academic year, slightly more in fall than spring, and a handful for the full year. Many others gain experience abroad through 360° program travel or summer study or internships. Under the rubric of Global Bryn Mawr, the College established the International Coordinating Council (ICC) to collect and share information on multiple aspects of Bryn Mawr's global learning efforts, consider issues that cross-cut them, suggest ways they might support or intersect with each other, propose new initiatives, and respond to challenges with respect to global learning. In spring 2019 the College implemented the Terra Dotta Risk Management system, enabling Bryn Mawr to provide better support to students, faculty, and staff participating in international travel experiences. The ICC also has implemented improved methods to distribute funding to faculty, staff, and students for international experiences. Thanks to an anonymous donor, faculty and staff can submit applications for grants of up to \$5,000 for internationally oriented research and/or curriculum development. Using funds from the same gift, the Overseas Study and Engagement Committee established the Global Bryn Mawr Student Fellowship, which enables students to apply for up to \$1,500 to support overseas-related travel in the form of study abroad, internships, or organization-led projects. This funding source also contributes \$6,000 annually to support international travel by graduate students for conferences, research, and workshops.

Some of this funding also has supported new study away initiatives. In Summer 2018 a language-related pilot program enabled faculty and students in Arabic language classes to participate in the three-week Sijal Institute Language and Culture Summer Program in Amman, Jordan, and student demand increased for summer of 2019. Another new opportunity, came to fruition after years of planning, is a spring semester program at Aberystwyth University in Wales, which allows students to enroll in a full-time course of study including Welsh language; biological, environmental and rural sciences; Welsh history; modern languages; theatre, film and television studies; and Welsh and Celtic Studies. We have also established a partnership to enable students to pursue graduate study in several different fields (via 4+1 programs) at Aberystwyth University.

In the past six years many students have received funding for international internship opportunities through the Bryn Mawr and Beyond program, including students who traveled to their home countries. Developing more structured international opportunities, similar to those offered by The Center for Peace and Global Citizenship at Haverford College, is an area of focus for Bryn Mawr's Career & Civic Engagement Center. In 2018 the Mellon Promoting the Value of the Humanities Grant funded two student internships in partnership with IES Abroad in Santiago, Chile. More than 15 students applied. In summer 2019 the IES Abroad partnership sent two more students to Chile and two to South Africa. The Bi-College-Ghana Thinking Together/Lagim Tehi Tuma Action Research Fellowship, now in its eighth year, allows Bryn Mawr students to work in Ghana with the support of Associate Dean for Global Engagement Alice Lesnick. Based on our experience with and assessment of this program, Professor Carolina Hausmann-Stabile initiated a summer internship for undergraduates and GSSWSR students in Concepcion, Chile during summer 2019 to work with the Fundación Tierra Esperanza.

Bryn Mawr is in the midst of a detailed review of academic-year study away experiences, examining approved programs, application processes, and budgetary needs. To provide more study options outside Western Europe, Australia, and New Zealand, and to ensure the provision of options that fit the increased range of multidisciplinary courses of study, Bryn Mawr has added several new programs. The Center is reviewing, in a less formal way, how to best support students who are traveling abroad, including health orientations, completion of parental waivers, and an assessment of the optimal average funding award amount.

Conclusion

The creation of The Center and other initiatives described above have enabled Bryn Mawr to make progress on its Pathways to Purpose priority. Bryn Mawr students today have a significantly enhanced array of high-quality, assessment-tested supports, programs, and opportunities to enable them to link their education to off-campus and post-graduation pursuits that inspire them, utilize their strengths, and enable them to act and communicate purposefully.

VI. Engaged Students, Engaged Community

MSCHE Standards: I (all); II (1, 2, 5, 7, 9); III (2, 4, 7, 8), IV (1, 2, 4-6); V (2-4); VI (1-6, 8, 9)

The Engaged Students, Engaged Community priority focuses primarily on student satisfaction and well-being through the cultivation of student leadership and an engaged community of equity and belonging. This priority also contributes to enabling students to develop skills for the effective use of a 21st century education, and to pursue lives of purpose.

The Engaged Students, Engaged Community Working Group reviewed evidence of Bryn Mawr's commitment to student well-being and growth by promoting equity and inclusion, leadership, health, and social connection, pursuing six lines of inquiry based on Action Steps outlined under the Engaged Students, Engaged Community Priority in *Excellence in Action*:

We will help our students to use the campus as a laboratory for making an impact and will foster student well-being and growth through support for diversity and inclusion programs; athletics; wellness and whole-person development; and rich opportunities to develop leadership.

1. We will build a new health and wellness center, redesign our wellness course, and create programs that build resilience and support student development and growth.
2. We will continue to build an inclusive campus community through programming, policies, and practices that enhance positive social connections, foster equity and fairness, and create a community of belonging for all members.
3. We will be a community that plays and celebrates—as well as works—together.
4. We will strengthen recruiting and athlete/team development, with the goal of being consistently competitive in the Centennial Conference in the teams that we field.
5. We will create student leadership opportunities with depth and breadth that build individual and community capacities for the practice of self-governance, academic integrity, and habits of reflection.
6. We will better connect our students to alumnae/i as role models and mentors and build a stronger sense of pride and identity for our community.

VI.1. Wellness and Student Development

How is the College meeting its commitment to build a health & wellness center, redesign our wellness course, and create programs that build resilience and support student growth?

MSCHE Standards: I (all); II (1, 2, 5, 7, 9); III (2, 4, 7, 8), IV (1, 2, 4-6); V (2-4); VI (1-6, 8, 9)

Today's students utilize counseling services more often and for more complex issues than past generations did. Increasingly competitive admissions, rising expectations for students' pre-college accomplishments, higher costs and student debt, and the advent of social media have all been linked to increased incidence of depression and anxiety in adolescents. In recognition of this generational shift, the Board of Trustees, at the recommendation of former President Jane McAuliffe, formed a task force in AY2014-2015 to examine needs and models for delivering medical care and counseling. Comprised of Board members, administrators, faculty, staff, and students, the task force proceeded from a hypothesis that changing student needs and delivery models, and outdated physical facilities all would need to be addressed. It employed the ACHA-National College Health Assessment, a nationally recognized research survey; internal studies of Bryn Mawr's health staffing, curricular offerings, co-curricular supports, and physical wellness infrastructure; and external research on models employed at several peer institutions ([113](#)). This assessment confirmed the hypothesis about the need to focus on services, curricular supports, and physical infrastructure, and helped guide the College's innovations in these areas.

To address increased student usage of counseling services (39% of the student body for at least one session during the last full academic year), Bryn Mawr established a new Medical Director position, added 14 part-time mental health counselors, and increased the full-time counseling staff from one to three. Supplemented by social work interns and psychiatric residents, the counseling service has greatly increased its capacity to serve students, and has also been able to add case management, workshops, and support groups to existing psychotherapy services.

The 2014-2015 assessment affirmed that the student health center needed to be replaced by a new facility that would enable a more expansive commitment to wellness. As a result, the College has committed \$12.5 million to the creation of a new student center for well-being, which will unite counseling and medical services with other resources that support student connectedness, including diversity and inclusion programs, spiritual life (including an interfaith chaplain position piloted in AY2019-20), professional development, community engagement, and other functions of the Career & Civic Engagement Center. The new building, slated to be completed in AY2020-21, will be located in the center of campus on a heavily trafficked pedestrian thoroughfare near two large dormitories and dining halls ([114](#)).

The third main area for further innovation, curricular support for student well-being, is one that students and administration had been aware of for some time. In fall 2015 Bryn Mawr launched THRIVE, a reconceptualized version of its first-year Wellness course requirement ([115](#)).

Whereas the old model related information in large, traditional lectures, THRIVE is organized

around interactive cohorts of 15-20 students, each with a staff or faculty facilitator and a peer mentor. In addition to providing information typical of a traditional health course, THRIVE's curriculum supports the transition to college, covering topics like the development of academic and metacognitive skills, substance use, and sexual health. THRIVE aims to facilitate wellness for the whole student, building personal tool kits for resiliency, health, and development. Just as important, THRIVE helps students find entry points as members of a community, providing a comprehensive introduction to campus services and resources, reflection on values, and discussion of academic integrity on an Honor Code campus. The curriculum and dialogic, small-cohort structure of THRIVE combine to help students become better connected to campus staff, upperclass students, and resources they will need to access throughout their Bryn Mawr careers.

Concerned about similar issues with their students' transition to graduate school and seeing the positive undergraduate response to THRIVE, in 2019 the Graduate School of Social Work and Social Research began developing a program based on the THRIVE model.

VI.2. Connectedness, Equity and Inclusion

How is Bryn Mawr working to build an inclusive campus community that fosters positive social connections, equity and fairness, and a community of belonging for all members?

MSCHE Standards: I (all); II (1, 2, 5, 7, 9); III (2, 4, 7, 8), IV (1, 2, 4-6); V (2-4); VI (1-6, 8, 9)

Connectedness and Student Thriving. For decades Bryn Mawr has slightly lagged peers, including women's college peers, in student retention and six-year graduation rates, and student surveys have revealed high levels of academic satisfaction but lower levels of social satisfaction. Attempts to address this issue in the early to mid-2000s produced positive but short-lived results. During 2013-2015, the Interim Dean of the College and the Director of Institutional Research, Planning, and Assessment collaborated on a multivariable logistic regression analysis to identify factors distinguishing students who were successfully retained and graduated within six years from those who did not. The analysis identified neither a single main factor nor an array of broad-based factors that could explain the phenomenon fully – but it did turn up suggestive data points: student-athletes and members of POSSE cohorts (see Pathways to Purpose, Section V.4) retained and graduated at higher rates than the student body as a whole. Conversely, mental or physical health issues that impacted academic performance, and first-generation college-goer status, were related to student leaving or delayed graduation in some cases. The College added questions to the Senior Exit Interview to see if students had ever considered leaving, and if so, what made them stay. As with the regression analysis, no single cause stood out, and individual stories varied, but a qualitative review revealed that connectedness, or lack thereof, seemed to play a role in many cases, consistent with findings from the regression analysis. This analysis informed reports to the Board of Trustees in AY2014-2015, and shaped the development of the Engaged Students, Engaged Community priority, which focuses on fostering student connectedness and belonging in the Bryn Mawr community. This is a major driver of THRIVE's

small-cohort structure; the investment in more counseling staff; and the holistic approach of THRIVE and the new student well-being center (see Section VI.1, above).

The College also developed a stand-alone half-credit course, “Metacognition and the Transition to College,” focusing on experiences and skills particularly germane to first-generation college-goers and low-income students. Initial feedback was positive, prompting the addition of a new section of THRIVE in fall 2019 as another opportunity to address these student groups’ needs and experiences making the transition to higher education ([116](#)).

The First-Year Experience Coordinator, hired in 2015, provides institutional support for fostering student connectedness. The Coordinator position connects formerly disparate elements of students’ transition to college, including Customs Week (new student orientation), THRIVE, and supervision and training of Dormitory Leadership Teams comprised of elected student leaders and student employees. The College also established two Residential Life Counselor positions, to help students adjust to dormitory life and integrate into student residence communities.

In Fall 2015 Bryn Mawr completed and dedicated the Enid Cook ’31 Center, a new residence hall and cultural center for students from the African, Caribbean, and Latinx diasporas and their allies. A pioneering microbiologist and the first African-American Bryn Mawr graduate, Cook faced barriers to admission to Bryn Mawr and was not permitted to live on campus. The center named in her honor provides a new campus home for students and activities previously housed in Perry House, a nearby home turned into a residence hall for African American students as a result of student demands in the 1970s. Perry House fell into disrepair and came to be unsafe by the 2000s. The Enid Cook ’31 Center offers increased residential capacity, community meeting, and event space, and is more centrally located on campus ([117](#)).

Since 2018 Bryn Mawr has worked to improve the transition and experience of international students, most notably by integrating most of the special orientation for incoming international students into the standard student orientation experience, so the entire incoming class receives information and engages in social activities together. The College also obtained Curricular Practical Training (CPT) authorization to enable the full participation of international students in fieldwork and internships, opening opportunities previously closed to them to enhance their education, strengthen their resumes, and share in experiences long available to domestic students. Similarly, the College has stepped up efforts to provide community supports for students who do not go home for breaks. Since 2016 it has offered a structured, comprehensive Winter Break Program with social programming including field trips and outings (including grocery shopping), a career and professional development workshop, and a meal plan. Since 2017, in response to concerns about food insecurity over short breaks when the dining halls are closed, Bryn Mawr has run a Thanksgiving Break Pantry, in which the Pensby Center for Community Development and Inclusion stocks its pantry with food for the duration of the break.

More than half of Bryn Mawr students say they are connected to a religion or spiritual practice. The College recognizes that it needs to better support this important aspect of many students' lives. In addition to creating an Interfaith Chaplain position (see Section VII.1, above), since its last Self-Study Bryn Mawr has improved relationships with local religious communities to connect students to an array of religious advisors in the area. Since 2016, we have offered Faith Zones religious literacy workshops to broaden religious literacy and spur conversation about spirituality and foster interfaith relationships.

In 2018 student affinity group leaders asked the College to start formally recognizing students who invest time and energy, whether in prominent leadership roles or less-visible everyday activities, to create a sense of belonging, inclusiveness and community on campus. In response, the Community Building Honor Roll was created to publicly recognize and celebrate undergraduate, graduate and postbaccalaureate students whose work or activities, in whatever form, significantly impact a group or groups of people on campus ([118](#)).

These and other initiatives are all aimed at producing tangible, felt improvements in student connectedness and belonging, and Bryn Mawr is committed to assessing their collective results. In 2016 President Cassidy created the Market Research Advisory Group, which has undertaken further study of connectedness and thriving among undergraduates. The Group is tracking the class of 2020 through annual fall surveys and interviews with a randomly selected subset of the class. It also conducts a spring survey of all first-, second-, and third-year students that includes additional measures of positive student experience (emotional support, experiential learning, and academic challenge) drawn from the Gallup Purdue Index, and measures of student thriving (academic engagement, academic determination, social connectedness, diverse citizenship, belongingness) informed by the work of Duke University's Stephen Asher and Molly Weeks and Azusa Pacific University's Laurie Schreiner ([119](#); [120](#); [121](#)). Thus far the data show strong positive results in academic engagement, academic determination, diverse citizenship, and belongingness; positive but weaker results for social connectedness and participation in extracurricular activities; and disparities in student satisfaction by racial identity. This data has guided and will continue to guide new investment in the student experience.

Equity and Inclusion. Diversity and equity are central to the health of any community and have a significant impact on all students' experience, particularly those who identify as members of historically underrepresented groups. Since fall 2014 Bryn Mawr has confronted the necessity of self-examination concerning racism and implicit bias, spurred by questions raised across the U.S. by the Black Lives Matter movement and by two Bryn Mawr students' decision to hang a Confederate flag outside their dorm room. The work of reflection and education that the College community is undertaking has often been difficult but is leading to positive change.

A Diversity Plan developed by President Cassidy in 2015-2016 and diversity reports issued annually between 2016 and 2018 document initiatives to address racial inequities and to examine institutional roots of structural bias ([122](#); [123](#); [124](#)). The College has invested heavily in

community-wide education, notably through hosting annual Community Days of Learning, an open-source program of learning about and brainstorming responses to various forms of bias and exclusion. Institutional action has also included:

- education programs focused on departments that have a significant impact on campus culture (e.g. implicit bias training for Campus Safety and College Communications);
- new approaches to faculty searches and hiring that have contributed to a significant increase in the percentage of new faculty from underrepresented groups (see Academic Excellence, Section V.2.f);
- new staff positions to support student programming related to diversity, equity, and inclusion;
- changing campus job pay scales to promote equity in student wages, and;
- prioritizing salary increases for our lowest-paid staff members.

In 2017-2018 the President established a History Working Group of senior administrators, faculty, students, staff, and trustees to research the actions and legacy of the College's influential first dean and second president, M. Carey Thomas. Thomas was a national and international leader in expanding access for women to higher education of the highest caliber, but simultaneously held racist and anti-Semitic views that affected the College during her presidency and the decades that have followed. In summer 2018 the Board of Trustees concurred with the Working Group's recommendation that the iconic original campus library that had been renamed in Thomas's honor in 1935 be referred to henceforth as Old Library, and that information about this history be disseminated in the campus community ([125](#)). In September 2018 President Cassidy announced an Equity and Inclusion Framework for Action to sharpen the College's focus on institutional structures, policies, and practices that can contribute to inequities ([126](#)). The College is taking a data-driven approach to identifying and addressing such disparities. Priorities for 2018-2019 included continued efforts to build diversity in faculty searches and hiring, and work with consultants from the Race Matters Institute to address bias in student advising; to bring a racial equity lens to staff hiring, retention, and promotion; and to strengthen alumnae/i engagement across demographic groups.

While the College is working on this crucial goal institutionally, Bryn Mawr students have played key leadership roles and advocated strongly for new institutional commitments to equity and inclusion. Student government, clubs, affinity groups, exhibitions, and demonstrations have played and continue to play an essential role in calling attention to issues and positing solutions. Student efforts have led to productive partnerships, helping the College craft initiatives and policies to promote equity across the campus community. Black at Bryn Mawr, a project begun in 2014-15 by two undergraduate students under the supervision of a postdoctoral fellow and a faculty advisor, excavates the history of race and racism at the College. The students also created

a Black at Bryn Mawr Tour, recognized by the National Council on Public History, that continues to be offered to students, faculty, staff, and alumnae/i. Students also worked with a faculty advisor and Bryn Mawr's Albert Greenfield Digital Center for the History of Women's Education to create *We Are/We Have Always Been*, an archival project that uses college newspapers, ephemera, photographs, oral histories, and interviews to uncover and document the history and lives of LGBTQ individuals and communities at Bryn Mawr from 1970 to 2000. In fall 2015 two students worked with Dialogue on Race founder Maxine Crump to train students to facilitate conversations about issues of race and diversity ([127](#)). Dialogue on Race has continued to train new members, has engaged students in discussions about race, offered a program to THRIVE participants, and trained a cohort of Community Diversity Assistants.

Similarly, as intensified outreach produced a rise in the population of first generation college-goers, Bryn Mawr undergraduates responded to the needs of this growing cohort of fellow students by creating Breaking Barriers, a mentorship program that provides support and connections to resources. The program was founded by a student during a fellowship at the Pensby Center for Community Development and Inclusion, and through Praxis coursework (see Academic Excellence, Section III.4). In addition to helping first-generation students connect to each other, Breaking Barriers makes visible the often-invisible reality of first-generation college-going and connects students to faculty and staff who were themselves first-generation college-goers. As of Fall 2019, this program has been institutionalized in the Pensby Center ([128](#)).

VI.3. Celebration and Play

How does the College help make Bryn Mawr a community that plays and celebrates, as well as works, together?

MSCHE Standards: I (all); II (1, 2, 5, 7, 9); III (2, 4, 7, 8), IV (1, 2, 4-6); V (2-4); VI (1-6, 8, 9)

Academic rigor has been a hallmark of Bryn Mawr's mission and culture since its establishment. Among the "Seven Sisters" women's colleges (see Institutional Overview and Strategic Planning, Section I.1), Bryn Mawr has always been known as the "Scholarly Sister," a reputation in which the community takes immense pride. At the same time, the College has long recognized that a demanding intellectual environment and a highly motivated student population always striving for excellence can have negative effects on student well-being and the student experience. Bryn Mawr administers an annual Admitted Student Questionnaire, which surveys both students who enroll and students who elect to attend another institution. While both groups consistently rate Bryn Mawr highly on academic characteristics, they are less positive about the survey category of "fun".

Recognizing the importance of enjoyment and community rituals in fostering connectedness and student success, Bryn Mawr encourages students to take time to celebrate and recreate, not merely as a distraction from work, but as a way to find joy in what matters to them.

Most of the College's departments and programs hold a variety of events throughout the academic year to foster relationships and a sense of belonging among students and faculty. These include field trips, faculty-sponsored dinners, "take a professor to lunch" weeks, seasonal parties and gatherings and information sessions that introduce prospective majors to departments in a social atmosphere, movie nights, journal clubs, and other organized and informal activities.

Fall Convocation is a ceremony and celebration that launches the new academic year. The event begins with a bagpiper-led procession of seniors, faculty, and senior staff in academic regalia into Goodhart Hall, Bryn Mawr's largest auditorium, where they hear remarks from a member of the faculty, fellow students, and the President. In 2018, we began presenting academic awards at the event to encourage appreciation and recognition of students' accomplishments ([129](#)).

Convocation culminates in a campus-wide outdoor barbeque picnic and is the first of several traditional annual campus rituals, including Lantern Night and May Day. Not long into her tenure as President, Kim Cassidy repurposed funding for more formal (and less inclusive) events and instituted a new tradition of Presidential Pop-Ups, spontaneous "hours of joy" that happen four to five times each semester. A model of planned spontaneity, they are announced only a few hours ahead of time, and they feature a widely varying, unpredictable range of activities, from an artisanal ice cream truck parked in the middle of campus, to arts and craft activities, to various forms of public entertainment. Their design, content, and informality have a "leveling" effect, enabling members of the campus community to interact in a relaxed manner, without regard to typical distinctions of rank or role.

In partnership with Alumnae/i Relations and Development, the Career & Civic Engagement Center has put on an End of Summer Fest each September, to coincide with the annual Alumnae Volunteer Summit (the Fest has been replaced by a similarly timed Homecoming event for 2019). Students and alumnae are encouraged to connect with one another in a relaxed, lively atmosphere. Students learn about campus clubs and organizations at Fall Frolic, the annual student-organizations expo hosted by Student Activities. Students meet representatives from over 100 Bryn Mawr, Bi-Co, and Tri-Co student organizations in a lively environment.

VI.4. Athletics

How is the College strengthening recruiting and athlete/team development, with the goal of being consistently competitive in the Centennial Conference in the teams that we field?

MSCHE Standards: I (all); II (1, 2, 5, 7, 9); III (2, 4, 7, 8), IV (1, 2, 4-6); V (2-4); VI (1-6, 8, 9)

Intercollegiate athletics promote self-awareness, confidence, and the development of skills and habits that contribute to a healthy lifestyle – and as the College's 2014-2015 assessment revealed, athletic participation at Bryn Mawr is correlated to student thriving and above-average six-year graduation rates ([130](#)).

At the same time, an External Report of athletic programs completed in May 2015 turned up important areas for improvement and provided guidance for restructuring the Department of Athletics, enhancement of student-athlete recruitment and team competitiveness, and strengthening of the student-athlete experience (131). The department reorganized to better support coaches, staff, and student-athletes. The existing Assistant Athletic Director position was refocused and expanded to oversee department operations, budget management, and facilities; a second Assistant Athletic Director position focuses on student-athlete recruitment. Job duties of staff and head coaches were changed to better focus on achieving clear recruiting goals, including a five-year projection of roster management. New staff duties focused on the creation of competitive opportunities for our teams and enhancement of the student-athlete experience. The department also revised its mission and core values in fall 2018 to reflect a commitment to greater competitiveness and improved student-athlete experience (132). Future assessment will examine rates of persistence in athletics and reasons for lack of persistence, leading to the creation of data-based, department-wide and team-by-team benchmarks.

Since 2015, Athletics and Admissions have significantly increased their outreach to and recruitment of qualified prospective student-athletes. Student-athletes have taken a more active role in recruiting by hosting and communicating with prospective student-athletes. These combined efforts yielded an annual increase in both the admissions yield and the size of entering student-athlete cohort (133) and are helping progress towards the College's goal of "being consistently competitive in the Centennial Conference in the teams that we field." Staff development and support workshops on student-athlete recruitment, building positive team and department culture, and supporting LGBTQ+ students began in 2016 and are ongoing. Submission of team reports was established in 2018 with regular meetings between head coaches and the Athletic Director to discuss program goals, student-athlete experience, and barriers to achievement. The student-athlete feedback process was revised to include office hours with the Athletic Director, senior athlete exit interviews, and better alignment of the student-athlete feedback tool with equity and inclusion goals.

Improvement of the Strength and Conditioning Program is a critical element in the plan for increased competitiveness. To accommodate increased need and interest in this area, an Assistant Strength and Conditioning Coach was hired in 2018 and the fitness center was reconfigured and received new equipment in summer 2019. Along with organizational and physical-fitness innovations, nutritional support has emerged as an important area to insure student-athlete health, wellness, and success. In recent years, the department has partnered with West Chester University to offer nutritional workshops designed to meet the individual needs of each varsity program. After learning that a high percentage of our student-athletes was training and/or competing without properly fueling, the training staff established "refueling zones" in which student-athletes could easily obtain free snacks, energy drinks, and energy bars before activity.

Mental health support is a priority as well. During the past two years the Director of Counseling and other counselors have attended bi-monthly athletics department meetings to discuss student-

athlete mental health issues and challenges facing coaches and athletics medical staff. These interactions have been meaningful but did not fully address the increasing number of student-athletes dealing with mental and emotional health challenges. An ad hoc group of athletics staff and coaches is working to craft a plan to support student mental and emotional health and wellness moving forward, and has attended workshops and traveled to other colleges. Recommendations from the group will be reviewed by the Dean's Office and Counseling Center before planned implementation in Fall 2019. Finally, the College provides LAMP, a leadership and mentoring program for student athletes (see Section VI.5, below).

VI.5. Student Leadership

How is the College creating student leadership opportunities with depth and breadth that build individual and community capacity for the practice of self-governance, academic integrity, and habits of reflection?

MSCHE Standards: I (all); II (1, 2, 5, 7, 9); III (2, 4, 7, 8), IV (1, 2, 4-6); V (2-4); VI (1-6, 8, 9)

As noted above (see Section VI.2.b), Bryn Mawr students have exercised considerable leadership in the ongoing effort to confront racism and exclusion in the College's history and ongoing inequities and implicit bias. They have created initiatives, conducted research projects, put on exhibitions, and greatly impacted the College's decision-making processes and innovations.

Bryn Mawr encourages and embraces this kind of student leadership, and it is an integral part of the College's history and culture. Bryn Mawr's student body has a longstanding tradition of self-governance – the oldest student self-governance system in the nation – guided by an academic and social Honor Code ([134](#)). This aspect of campus life is foundational to the cultivation of student leadership, and the College is diligent about providing support while respecting student autonomy. The Honor Board is comprised of students and faculty and co-chaired by a student elected by the student body, and the Dean of the Undergraduate College. We do not have a staff-run conduct office as is common in residential colleges and universities; instead, students in each dormitory create norms and expectations each year, guided by the Honor Code. The Code assumes students are trustworthy and will live and work with integrity. This assumption confers a number of privileges upon students, including unproctored, self-scheduled, and take-home exams, and an environment of autonomy, mutual trust, and expectations of dialogue among students, faculty, and staff. In recent years the Dean's Office, in cooperation with students and faculty, has worked to revitalize the Honor Code and clarify its relevance to campus life in the 21st century through improved Honor Board orientations for students and faculty and the implementation of a streamlined hearing process that reflects a restorative justice framework.

Residence halls are another key site of student leadership and self-governance. Students administer the selection of dorm rooms through an annual student-run housing lottery system. The student-elected Residence Council determines the format and process. Residence Council Heads meet weekly with Residential Life, Facilities Services, Housekeeping Services, Dining

Services, Campus Safety, Conferences and Events, and Environmental Health and Safety to support the residential life mission. More broadly, professional staff in Residential Life, Student Activities, and Orientation, the Pensby Center for Community Development and Inclusion, and Academic Resources work together to select, train, and advise a student Dorm Leadership Team in each residence hall, comprised of Hall Advisers, Customs People (new-student orientation leaders), Community Diversity Assistants, Peer Mentors, and Dorm Presidents. This group takes responsibility for community building, social and educational programming, advising, resource referral, and conflict mediation. A staff of 40 student Hall Advisers (HAs) fosters a living-learning community, offers help with residence-hall administration, educates fellow students about College policies and the Honor Code, provides information about and linkages to College services and resources, initiates social and educational opportunities, and models successful community living in the spirit of the Honor Code through words and actions. In 2018 Bryn Mawr secured a grant to create two new positions for Residential Life Coordinators (RLCs), a 10-month, full-time, live-in position that serves as a supportive resource for residential life professional and student staff members, the Dean's Office, and other student life and campus offices, providing nighttime and weekend on-call support, and assisting with departmental planning efforts, operations, campus events and programs, and conflict resolution.

The Career & Civic Engagement Center offers additional leadership opportunities for students. The Civic Engagement division hires two Student Coordinators to oversee college-sponsored direct service programs (VITA, Bryn Mawr Buddies, Ardmore Community Tutoring Program, On-Campus Community Garden) and serve as Bryn Mawr's liaisons with partnership organizations. One coordinator is usually a junior or senior in their second year of the job, while their co-coordinator is a younger student whom they mentor. More broadly, all student employees at The Center participate in regular leadership performance coaching with their staff supervisors, including self-evaluation and one-on-one meetings in the fall and growth assessment and goal-setting in the spring. The Center also runs the Leadership Learning Lab, a one-day workplace simulation in which students role-play and engage with scenarios designed to challenge and highlight their leadership skills. Students are observed and evaluated by teams of assessors, often Bryn Mawr alumnae/i. Each student receives a report based on the assessors' feedback, which provides the students with concrete examples of successes and of areas for growth. Each student meets with a Center staff member to review their report. Students then use their feedback to create an action plan to identify a skill they would like to improve.

The Athletics Department's Leadership Academy Mentoring Program, or LAMP, provides athletes with ongoing learning opportunities around seven core values: Communication, Grit, Confidence, Commitment, Integrity, Inspiration, and Accountability ([135](#)). These values are inspired by the athletic context but also resonate heavily with the College's core culture (for example grit is closely connected to resilience, and integrity echoes the foundational role of the Honor Code). In this way, LAMP acknowledges the distinct experiences of student athletes

while at the same time enabling an understanding of the deep connection of athletic experiences to the values and aspirations of the College and its academic programs.

Academic and co-curricular programs cultivate student leadership in a wide variety of contexts. Departments in the sciences frequently employ undergraduate Teaching Assistants who engage in laboratory preparation and lab teaching duties. In many departments, students function as designated Major Representatives, organizing community events within the major cohorts. Students also are often involved in organizing and hosting departmental seminar series and speaker events. Students have myriad opportunities to conduct independent research; work in collegial relationships with graduate students, staff, and faculty; and present their research publicly on and beyond campus (see for example Academic Excellence, Section III.2.e; Skills for Effective Lives, Section IV.2.a; and Pathways to Purpose, Section V.6). They also help and mentor their fellow students as peer tutors, Career Peers, and Writing Center tutors (see Skills for Effective Lives, Section IV.1.a). And they advise faculty under the aegis of the Teaching and Learning Institute (see Skills for Effective Lives, Section IV.2.c).

VI.6. Student-Alumnae/i Connection

How is Bryn Mawr working to better connect our students to alumnae/i as role models and mentors and build a stronger sense of pride and identity for the community?

MSCHE Standards: I (all); II (1, 2, 9); III (2, 4, 7, 8), IV (4-6); V (2, 3, 5); VI (1-6, 8, 9)

Since the advent of the Career & Civic Engagement Center in 2013, Bryn Mawr has significantly increased and improved student-alumnae/i connections through formal and informal, individualized, and group-based encounters. These include department-hosted alumnae/i panels for current major students; networking events sponsored by Bryn Mawr alumnae clubs in various cities around the U.S.; the Meet a Mawrter program that enables students to have informational interviews and coffee meet-ups with alumnae/i; and other initiatives detailed in the Pathways to Purpose section (see Section V.2). These interactions do crucial work of bringing together different generations of Bryn Mawr students, exposing them to perspectives they otherwise would not experience. It is difficult to overstate how significant some of the generational shifts in higher education and the broader culture have been, with the result that both alumnae and current students often have eye-opening experiences when they come together to dialogue and engage in relationships of socialization and mentoring.

Conclusion

Since its last Self-Study Bryn Mawr has worked assiduously to strengthen student connectedness and foster an engaged community of equity and inclusion. It has undertaken ongoing study of student thriving and satisfaction and will continue to take assessment-driven measures to fulfill the goals and action steps of the Engaged Students, Engaged Community institutional priority.

VII. Governance, Resources and Ethics

MSCHE Standards: VII (all), VI (all), and II (2-6, 9)

VII.1. Governance, Leadership, and Administration

VII.1.a. Overview

MSCHE Standard VII (1)

Bryn Mawr College undertook an extensive review of its governance plan and practices between 2001-2005, resulting in a new *Plan of Governance* (approved 2005; [136](#)). During this period the Board transformed its structure and approved new *Bylaws of Bryn Mawr College* (2003; [137](#)), and the faculty reviewed and revised its bylaws (approved 2006; [138](#)). The College has since engaged in periodic assessment to ensure that the goal of effective shared governance is achieved. Such reviews have produced several modifications (see Assessment below). In large measure, however, the governance structures that emerged from the extensive consultative process of 2001-2005 have enabled Bryn Mawr to succeed in carrying out its mission, meeting institutional challenges, and developing its strategic vision.

Each constituency has its own bylaws or constitution. In addition to the Board and the faculty, these separately constituted groups include the GSAS Graduate Council ([139](#)), the Undergraduate Curriculum Committee ([140](#)), the GSSWSR faculty ([141](#)), the Staff Association ([142](#)), and our student bodies.

Bryn Mawr's system of undergraduate self-governance is the oldest in the nation (1892; [143](#); [144](#)). An executive board is elected annually and meets weekly with a council of representatives. Students exercise significant responsibility for upholding the academic and social Honor Codes ([145](#)) that govern our residential model of liberal arts education. The Graduate Student Association (Arts and Sciences) has its own constitution and practices ([146](#)); the Graduate Student Association (Social Work and Social Research) is a less formal organization. The three student bodies elect representatives to major campus governance groups (e.g. the Board of Trustees; the College Budget Committee; the Undergraduate Curriculum Committee) that set policies impacting academic programs and student experience.

The effectiveness of Bryn Mawr's model of shared governance is evident in initiatives that require active collaboration among governance bodies as well as when various constituencies play complementary roles in addressing important institutional questions. Two examples illustrate this twinned strength.

- Upon assuming the presidency in 2014, Kim Cassidy consulted with the faculty and the Board of Trustees and engaged in extensive discussion among senior staff in revising the existing *Plan for Bryn Mawr* (2012) to align its priorities more closely with our mission

and shared goals. Consultation also included town hall discussions open to all students, staff, and faculty (147). As a result, *Excellence in Action* has served as a shared guide to decision-making, such as in setting priorities in reviewing faculty position requests, creating the College's budget, and setting goals for administrative divisions.

- In 2014-2015, the College reviewed its policies concerning admission of gender non-conforming and trans students. Because of the Undergraduate College's commitment to educating women, this review began with the Board of Trustees as a question of mission. Following the Board's development of guidelines, creating admissions policies consistent with the guidelines was undertaken by the faculty and the administration, which have joint authority over general policies concerning undergraduate admission (148).

VII.1.b. The Board of Trustees

MSCHE Standard VII (2)

The 35-member Board of Trustees is committed to carrying out its fiduciary responsibilities for the College's mission, leadership, program oversight, and stewardship of financial resources and physical plant (149), and partners with the President in maintaining the autonomy of the institution (150). Trustees and prospective trustees receive statements of the responsibilities of the Board (151) and of individual trustees (152) at recruitment, during Board orientation, and through periodic Board education activities. These statements emphasize the Board's fiduciary role in contrast with the management role of the administration. Specific responsibilities of the Board of Trustees for policy-level oversight are outlined in the College's Plan of Governance (153). The Board's policy-making role in financial affairs is described in the College Bylaws (154) and in the charters of the Board's Audit Committee (155) and Finance Committee (156). Trustees (as well as officers of the College and senior staff) complete annual conflict of interest statements to ensure attention to the requirement of impartiality of service (157; 158).

Each major campus constituency elects representatives to the Board who attend the Board meetings and various committee meetings as appropriate. Over the past five years the Board has strengthened consultation with faculty representatives to the Board in considering strategic questions facing the College. In the past decade the Board has sought to diversify its membership across multiple dimensions (age, gender, race/ethnicity, international experience, professional background) to broaden perspectives and expand expertise in exercising its responsibilities for oversight, assessment, and long-range planning (159). In 2014 the Board established the position of young alumna trustee to bring additional generational perspectives into its work. Increased racial and ethnic diversity among trustees is also a high priority of the Committee on Trustees. This committee has worked with senior administrators to identify a diverse pipeline of potential candidates for trusteeship that includes both alumnae/i and non-affiliated candidates. At its June 2018 biennial retreat, the Board of Trustees made a commitment to equity and inclusion in its own work and in support of the College's efforts to address bias and disparities. A Board

working group is guiding this work, including Board education, review of Board practices and structures, trustee recruitment, and support for College initiatives ([160](#)).

The Board has devoted significant time to financial planning, including review of endowment management, longer range budget planning, and capital planning. This sustained attention continues the Board's and the College's practices of excellent resource management as we anticipate possible challenges. The Board's approach to financial stewardship includes leadership from individual trustees and committees tasked with research and modeling; education on the issues for all trustees; and strong collaboration with senior administration.

VII.1.c. President and Administration

MSCHE Standard VII (3, 4)

The Board elected Kimberly Wright Cassidy as the College's ninth president in February 2014 ([161](#); [162](#)). Cassidy previously served as interim president (July 2013-February 2014), provost (2007- 2013), and faculty member in the Psychology Department (since 1993). Her deep knowledge of the institution, her leadership of curricular renewal and academic innovation as provost, and her strong personal engagement with students, faculty, staff, and alumnae/i were important factors in her selection and in her success over the past five years ([163](#)).

Upon assuming office, President Cassidy faced the immediate challenge of rebuilding the College's senior administration: four of the then eleven members of the senior team had recently left Bryn Mawr for positions at other institutions, her own previous position as provost was vacant, and an additional senior departure occurred during her first year in office ([164](#); [165](#)). She tapped long-serving staff who held number two positions in their divisions to provide interim leadership, and took time to build a cohesive, effective leadership team ([166](#); [167](#)). Recent achievements of her senior administration testify to the success of her leadership. These include substantial increases in undergraduate applications and selectivity; creation of new academic programs; increased diversity in faculty appointments; establishing a strong information security program; new digital initiatives; increased alumnae/i engagement; and a successful fundraising campaign to support *Excellence in Action*.

Senior staff members create annual goals that are directly linked to institutional goals and strategic priorities. Progress toward these goals are reported at the end of each fiscal year. The President engages in annual assessment of each of her direct reports, and members of the senior administration are required to undergo a 360° review every five years ([168](#)) In turn, the President and members of her senior team identify and prioritize evaluation of administrative operations to assess and improve effectiveness. The College's Office of Institutional Research, Planning, and Assessment (OIRPA) is an important resource for administrative assessment. For example, OIRPA staff worked closely with the Undergraduate Dean's Office between 2014-2016 to analyze retention and graduation rates and to identify common experiences of successful

students. This assessment informed program development, such as the THRIVE course required for new students. The College also uses external reviews for benchmarking and for planning and prioritizing program improvement ([169](#)).

President Cassidy's leadership in creating and building consensus around the College's strategic vision, and her success in generating philanthropic support for carrying out that vision, are apparent in the choice of approach for this self-study.

In spring 2014 the Board of Trustees updated its Presidential assessment policy ([170](#)). In addition to an annual review in which all trustees may offer feedback on her performance, the Board conducts a 360° review in year four of the President's five-year renewable term.

VII.1.d. Governance and Leadership Assessment

MSCHE Standard VII (5)

Assessment is a regular practice of college governance and leadership. The Board's Committee on Trustees surveys trustees every two years to assess the effectiveness of Board and committee structure and practices and of use of trustee expertise ([171](#)). In addition, the Board appointed a Board practices working group in 2013-2014 to determine if major changes in Board structure implemented in 2003 had accomplished intended goals and if the Board was employing current best practices ([172](#)). This process included surveys of peer institutions and review of the governance literature. The Board undertook a more targeted review of Board practices in 2017-2018 focused on Board meeting structures and Board materials ([173](#)).

The faculty periodically engages in review of its bylaws (2010; 2014; in process) and has approved a variety of amendments since 2006. The Staff Association has also reviewed its governance practices better to serve the varied needs of the staff. The Association adopted its revised constitution in 2014.

The undergraduate Self-Government Association (SGA) reaffirms its constitution and the Honor Code annually at one of its plenary meetings. Plenary requires 33% of the student body to be present to achieve quorum. The most recent significant review and amendment of the SGA constitution took place in 2015 following the Board's report on Mission and Gender Identity and Expression.

VII.2 Planning, Resources, and Institutional Improvement

VII.2.a. Overview

While the College continually pushes itself to offer new, exciting academic opportunities for our students as well as expanded co-curricular and supportive programming, over the last decade we have managed to do so while containing expense growth and producing positive operating margins. A concerted effort to avoid deficits and to generate positive operating performance,

begun in the mid-1980s and intensified over the past 20 years, has allowed us to accumulate reserves that mitigate risk and provide financial flexibility to implement our strategic vision and ensure that we are stewarding our physical plant. In addition, the College has chosen to invest some gifts and operating surpluses in its endowment for revenue stability over the long term. As a result, Bryn Mawr is in position of financial strength.

VII.2.b. Aligning Resources with Priorities – Structure of the Budget Process

MSCHE Standard VI (1, 2, 3, 5 & 9)

The College's budget development process is inclusive and iterative ([174](#)). The budget process begins with senior administration: each member develops a budget plan specific to their functional area, highlighting areas that are being de-emphasized and therefore from which we can pull budget funds as well as those activities for which additional resources are being requested. In this initial stage, senior staff also consider the institution's strategic goals and broad College budget commitments (e.g. possible salary increases, increased core operations costs). Budget planning then moves to a representative College Budget Committee (CBC), comprised of leaders of the faculty, undergraduate students, graduate students, and the Staff Association. The input they provide and priorities they recommend inform final senior administration recommendations and the budget that is ultimately proposed to the Board of Trustees. Throughout the review and planning process, the President and Treasurer communicate with the community about considerations informing the budget.

Over the past five or so years annual incremental revenues available to support new activities have been more limited. This trend is expected to continue. To make progress on our most critical goals and yet remain financially responsible, the budget process has relied on improving efficiency and reallocating spending such that investments are sustained or increased in those areas that advance our strategic vision and show evidence of achieving intended outcomes.

With the input of the CBC and senior staff, tuition, room and board rates (and a financial aid allowance) are recommended to the Board of Trustees at the winter meeting to facilitate the enrollment process for the incoming class. At the spring meeting, the administration recommends the full budget for approval. The recommended annual budget is balanced. In addition to the one-year budget, the Finance Office also shares a five-year budget projection. Once the budget is passed, the Finance Committee of the Board is updated at each Board meeting on any material deviation to the budget/plan.

When the current strategic goals were developed, the College began directing resources toward those priorities. We have tracked those investments over time – through the past and projected into the future. The current five-year budget model ([175](#)) shows how spending on strategic initiatives is reported to the Board. The strategic initiative line includes:

- Curricular innovation (e.g. new courses of study)

- Interdisciplinary “360°” course clusters with an embedded field trip component, and the new collaborative Tri-Co Philly program
- Digital research and teaching advancements
- Funded internships and career programming through significant expansion of the Career & Civic Engagement Center
- Advancing our strength in STEM (e.g. enrolling a STEM Posse, and a \$40 million renovation of our science facility)
- Expanded programming (such as THRIVE) to support students’ transition to college.

We also report on the progress of the comprehensive campaign, which is nearing completion. Unlike fundraising campaigns at some other institutions, the College’s development team has remained intently focused on generating funding sources specifically for our strategic initiatives and on directing gifts to the endowment whenever possible so that that support is perpetual.

Budget reallocation also occurs with changes in human capital. On the faculty side, decisions about filling vacancies are made by the Committee on Academic Priorities (CAP). Rather than automatically allocating a vacant faculty line to the existing department, CAP has implemented a wider, institutional viewpoint in their decisions. The committee solicits proposals from all departments and weighs them in the context of the overall strategic direction of the College and data about demand trends. Although it can be challenging for faculty in a small community to say no to their colleagues, CAP has repeatedly demonstrated its ability to address the institutional greater good with a fair and deliberative process.

Open staff positions are also reviewed centrally before being posted for a replacement. The Director of Human Resources, the CFO and the President all weigh in, and discussions are had with the corresponding senior staff member before decisions are made. The College has thus been able to reallocate some staff positions to areas that are aligned with the strategic direction of the College. Although staffing in student and academic support areas has grown over the past ten years, the overall staffing levels have not ([176](#)). An external salary/wage survey was also conducted three years ago to ensure that our pay scales are reasonable and competitive.

VII.2.c. Recent Financial Results

MSCHE Standards VI 4, 6, 7 & 8

The College is prudent and responsible in financial management. The budget is developed conservatively, with long-term impacts in mind. Estimates for revenue expectations are reasonable if not modest, and the budget includes funding for all allocated positions that may be filled during the year. Four years ago we added an explicit “contingency” allocation to the budget. This line item is expected to be unspent; it is there to protect the College if revenue shortfalls or unforeseen expenses occur. The contingency budget line for FY2020 is \$3.3 million or about 2.7% of the total budget.

Each individual and department in the community takes seriously their responsibility to steward College resources. Academic and administrative departments work diligently to ensure spending falls within the budgeted allocation. Our inclusive and transparent approach to budgeting enables this shared focus on our long-term financial performance goals. The College also has a practice of looking beyond the short-term impacts of its decisions; we model and share the implications of decisions over five (or sometime more) years to assess any compounding effects and longer-term financial trade-offs.

As a result of our focus on fiscal management, the College has produced positive operating margins in all but one of the last 15 years ([177](#); [178](#); [179](#); [180](#)). This is remarkable given that this span includes the 2008-2009 global financial crisis and the subsequent period in which Bryn Mawr, like much of higher education, experienced stagnant net tuition revenue. Responsible management of the College's resources, the generosity of our alumnae/i and supporters, and diversification of our investment portfolio have resulted in an incredibly strong balance sheet for an organization of our size. With an endowment of \$888 million as of the 2019 financial audit, Bryn Mawr's endowment-per-student is among the top 30 private higher education endowments in the nation. Without this asset, we would not be able to offer the financial aid ([181](#)) or the range of support and programming that makes a Bryn Mawr education so impactful. The College has closely monitored spending patterns given the lower investment return environment that is expected to continue over the coming years. We have also chosen to reinvest in the endowment for long-term stability. Over the past ten years, we have taken about \$75 million from operations and returned it to the endowment; another \$75 million of gifts were invested in the endowment even though the donation would have allowed us to spend the gifts in their entirety.

While we have consistently produced positive operating results, we have not done so by skimping on investments in physical plant or technology. A National Register Historic District, Bryn Mawr includes buildings by renowned architects, including Addison Hutton, Cope & Stewardson and Louis I. Kahn, and a landscape shaped by Calvert Vaux, the Olmsted Brothers and Ralph Adams Cram. Our campus is iconic and inspirational, and we have made a strong commitment to stewarding this asset responsibly. Even when incremental annual revenues are limited, the College has increased its investment in its campus facility improvement budget each year. We have moved from a situation in the late 1990s in which we literally had a system to deploy buckets across campus when rain was expected, to one in which we have been investing at least five percent of the annual budget in the replacement and renewal of our physical assets. The Board and the administration developed a plan to improve the campus facilities based on what were the mission-critical needs, an external evaluation of the historic significance of our resources and the state of our physical plant, and our environmental sustainability goals.

Our stewardship of our buildings and campus has won us local and national recognition. For example, in 2017 the College received an award from the Preservation Alliance of Greater

Philadelphia, proclaiming our work as “a model of excellence in stewardship by an academic institution” and for “thoughtful and innovative design techniques that balance the principal of preservation with the demands of modern building use.” Our campus is annually recognized on many lists of the most beautiful college and university campuses ([182](#)).

Over the past two years, the College has undertaken a comprehensive review of its facilities so that we can project the spending necessary to maintain our campus in good condition. This database will inform the development of the longer-term planning that is shared with the Board’s Buildings and Grounds Committee. The Trustees approve each year’s capital budget and receive a five-year vision of priority projects. We also benchmark our campus and our investment in it with those of peer institutions to help prevent myopia ([183](#)).

The Library and Information Technology Services (LITS) team also projects the timing and amounts of desired investments in network infrastructure renewal, hardware replacement, and software system upgrades on which so much of modern higher education work relies.

Representatives from LITS and Finance meet regularly to ensure that resources are available for smaller and larger projects. Recent and planned projects include:

- Upgrade of the network infrastructure;
- Reconceptualization of the website;
- Implementation of state-of-the-art admission and financial aid software;
- Implementation of a new human capital module;
- Conversion of the phone system from copper to VOIP; and
- Replacement of the ERP system.

To prepare for expected future capital investments, the College sets aside funds each year so that they accumulate to be adequate to expenditures. In addition to our annual operating budget allocation and the reserve accumulation, the College occasionally borrows money to invest in our physical plant. As of the end of FY2019, the College had under \$115 million in outstanding debt, a manageable amount for an institution of our size and quite conservatively structured. In addition to restructuring some of its existing debt, the College will borrow slightly more (less than \$10 million) in September 2019 in order to have the funding necessary to (1) complete the remaining \$19 million of a \$40 million investment in the Park Science complex and (2) build a student life and wellness center to house our health, counseling, career development, civic engagement, and religious life services and our multi-cultural center.

Even with the expectation of a modest amount of additional debt, the bond rating agencies have applied a credit rating for Bryn Mawr that puts us among the top 3% or so of the private non-profit higher education institutions in the country: Aa2 from Moody’s Investor Services and AA (with a positive outlook) from Standard & Poor’s Rating Agency ([183](#); [184](#)). These ratings are

higher than they were during our previous self-study. We also include a set of financial metrics we track that shows Bryn Mawr's trends over time as well as how we compare to peer institutions and rating agency medians. As in all of higher education, there is constant pressure for expense growth yet little expected revenue growth over the foreseeable future from either student revenues or endowment income. Our recent financial success puts the College in a position of relative strength, but we remain mindful and vigilant about potential vulnerabilities so that we are prepared for future challenges.

VII.3 Ethics and Integrity

Founded as a Quaker institution but long non-denominational, Bryn Mawr maintains its commitment to many ethical values associated with the Society of Friends, including respect for each individual, a commitment to seek truth, and respect for individual conscience. These values are reflected in institutional documents that govern academic life as well as expectations for student work, residential life and workplace practices. A commitment to integrity also guides our procedures of institutional self-representation, which are based on data verified by the Office of Institutional Research and as relevant, by the Treasurer's Office and external auditors. While Bryn Mawr's policies and practices have been effective in upholding these ethical values, the College has faced challenges in fully achieving its aspiration to ensure a climate of belonging and respect for all. Over the past four and a half years, the College and many members of our community have devoted significant attention to issues of bias, racism, diversity, equity, and inclusion in our institutional history and practices. The final part of this discussion of institutional ethics and integrity describes these challenges, the approaches we have taken to address them, and the institution-wide framework we have established to identify and address perceived inequities and to strengthen inclusion.

VII.3.a. Academic and Intellectual Freedom

MSCHE Standard II (1)

The College's model of shared governance grants the faculty responsibility for the promotion and protection of academic freedom ([185](#)), which they carry out through the standards they set for the classroom and for faculty promotion and tenure. The faculty also works collaboratively with LITS staff to develop guidelines for the College's Open Access Repository for scholarship and research ([186](#)). Policies on freedom of speech and the limits of dissent are provided to students in the Undergraduate Handbook ([187](#)).

Bryn Mawr's faculty has engaged in robust discussions about the importance of protecting academic and intellectual freedom while recognizing student demands for faculty awareness of the ways in which institutional structures and cultural norms may have disenfranchised some populations. In 2017-2018 a group of faculty members researched and reported to the faculty body on options for articulating institutional principles of classroom practice and intellectual freedom. While the faculty decided that making an institutional statement would not effectively

advance its goals, this research and broad discussion have provided a resource for each faculty member in articulating values and practices of expression in their own classrooms.

VII.3.b. Grievance Policies; Fair and Impartial Human Resources Policies

MSCHE Standard II (3)

Grievance policies for faculty and staff are outlined in Workplace Issues, Policies, and Procedures ([188](#)). These policies include but are not limited to all forms of discrimination and harassment. The document outlines the avenues available to faculty and staff to resolve grievances, which include support from department heads/chairs, use of one of the College's faculty/staff liaisons for advice or mediation, engagement of the Title VII or Equal Opportunity Officer, engagement of the Director of Human Resources, and the ability to file a formal grievance. In fall 2018 the College expanded its faculty/staff liaison program to a group of faculty and staff selected from across the College ([189](#)). Each liaison is available to any community member to offer guidance, mediation, information, and support in conflict resolution. If conflicts cannot be resolved through any of these means, employees may file a grievance with the Director of Human Resources and/or the Chief Administrative Officer.

Grievances in faculty promotion and tenure are described in the Faculty Handbook ([190](#)). Procedures for removal of tenure are described in the *Plan of Governance* ([191](#)). Academic disputes not addressed directly between faculty members and students are brought to a Dean's Panel for a hearing. Title VII issues also may be referred to a Dean's Panel. The panel generally includes members of the Dean's Office and of the student Honor Board. Students may appeal decisions of the Honor Board to the President on procedural grounds only. The social Honor Code provides the framework for dispute resolution among undergraduates ([192](#)). The Code encourages students to address conflicts directly, but also provides for third-party mediation through dorm leadership teams and through Honor Board hearings.

VII.3.c. Conflict of Interest

MSCHE Standard II (4)

Members of the Board, non-trustee members of Board committees, college officers, and members of the senior administration are required to complete a conflict of interest form on an annual basis ([193](#); [194](#)). Those who report a conflict of interest do not participate in decision-making in areas of conflict. The conflict of interest in research policy applies to all faculty and staff researchers to ensure research integrity and to bar self-dealing ([195](#)).

VII.3.d. Fair and Impartial Human Resources Practices and Policies

MSCHE Standard II (5)

As emphasized in Workplace Issues, Policies, and Procedures available on the College's website and in print materials ([188](#)), Bryn Mawr bans discrimination in keeping with all Federal

guidelines, and additionally bans discrimination based on sexual orientation. Supervisor training, updated in 2017-2018, provides additional education to participants. In fall 2018 Bryn Mawr and Haverford Colleges sponsored two workshops on unconscious bias in faculty searches offered by the Cornell Interactive Theater Ensemble (CITE), an initiative of Cornell University's Human Resources Division. Bryn Mawr has invited CITE to return in September 2019 for two workshops, one open to all staff and one designed for staff and faculty who participate in student advising. In February 2019 the Human Resources team and staff from across the College who have significant hiring and supervisory responsibilities took part in a workshop that provided tools to evaluate human resources practices and policies through a racial equity lens. In preparation for the workshop, the Human Resources office analyzed search, hiring, promotion, and termination data disaggregated on a variety of measures as part of our effort to ensure policies and practices are fair and equitable and to identify any areas requiring attention.

VII.3.e. Truthfulness in Institutional Self-Representation

MSCHE Standard II (6)

The Office of Institutional Research is responsible for collecting data about admissions, financial aid, enrollment, retention and graduation rates, majors, course sizes, diversity, and characteristics of the faculty and the staff. Via the College website, Institutional Research, Planning, and Assessment makes this data available for use by all members of the community who represent and communicate about the College as well for the general public ([196](#)). Annually Institutional Research develops an "Undergraduate Quick Facts" guide for ease of use. The College relies upon its audited financial statements in representing its financial condition to rating agencies, bond issuers, and other financial organizations. Bryn Mawr posts both its audited financial statements and its IRS Form 990 submissions on the College's website ([197](#)).

VII.3.f. Assessment of Ethics and Integrity Practices

MSCHE Standard II (9)

The College Counsel's Office coordinates annual updates of conflict of interest forms required of trustees, officers, and members of the senior staff. The Institutional Review Board, comprised of faculty and of professional staff involved with research, has oversight responsibility for human subject research ([198](#)). The Sponsored Research Office carries out responsibility for other ethics policies pertaining to faculty research ([199](#); [200](#)). The College periodically reviews these policies for needed updates. The Board of Trustees' Audit Committee regularly reviews practices and policies related to institutional ethics ([201](#)). Since the College's last reaccreditation, the Audit Committee has amended the College's Whistleblower Policy to make an external reporting service available as an additional avenue to report alleged financial improprieties or other violations of law or College policy (2014; [202](#)). The Audit Committee also strengthened the College's policy on sexual relationships between faculty, staff, or teaching assistants and students (2016; [203](#)) to emphasize that inequality in roles calls into question a student's ability to consent.

VII.3.g. Fostering a Community of Respect

MSCHE Standard II (2)

Bryn Mawr's mission statement (revised 2019) makes a strong commitment to building "fair, open and welcoming institutional structures, cultures, and values." One foundation of a climate of respect is the undergraduate Honor Code. While graduate students, faculty, and staff are not governed by the undergraduate Honor Code, the Code's assertion of each individual's responsibility for integrity and for a residential community built on respect has long had a significant influence on the College's institutional culture as a whole (see also Engaged Students, Engaged Community, Section VI.5). A variety of workplace policies set forth institutional standards of respect, fairness, and non-discrimination, and are disseminated to faculty and staff via orientation sessions, handbooks, and the website.

Engaged Students, Engaged Community (Section VI.2) details the work Bryn Mawr has done to address racism and implicit bias in its history and in the present, and the College-wide annual frameworks to advance diversity, equity, and inclusion in institutional structures and practices. These goals extend beyond the campus to the work of the Board of Trustees and to our engagement of alumnae/i. In the words of the revised mission statement, this ongoing work is "critical to realizing [the College's] values of excellence and equity."

Conclusion

Since its last Self-Study, Bryn Mawr has created and implemented several governance-related planning processes, organizational reforms, and initiatives; further advanced strong fiscal and physical plant resource planning and management practices; and retained existing institutional strengths in governance, leadership, administration, ethics, and integrity. Fostering a community of respect is by definition an ongoing project for any institution, and measuring progress in this area always presents challenges. That said, we believe the evidence shows clearly that Bryn Mawr fulfills the Middle States Standards of Excellence referenced in this section of our Self-Study, and that the College is working diligently and effectively to preserve intellectual freedom, exercise transparency in its actions and dealings, and create an institutional environment in which every member of the community is treated with respect and can feel a sense of belonging and ownership at Bryn Mawr.

VIII. Acknowledgements

The Steering Committee is grateful for the dedicated work of the faculty, administrators, staff, students, and trustees who participated in the design of the Self-Study, the compilation of the materials that comprise the Evidence Inventory, and the drafting and revision of this report. Particular thanks are due to the chairs of the Working Groups, who took responsibility for organizing the bulk of the work and organizing it into a narrative responsive to the requirements and goals of the Self-Study process. We also are grateful for the engagement of the Bryn Mawr community in this process. All sectors of the community have provided valuable input into the process and the report in public meetings, private and small-group discussions, and feedback on the two milestone drafts shared with the community prior to submission of this report to the Middle States visiting team.

The College also is grateful to Dr. Kushnood Haq, who served as our Middle States liaison throughout the Self-Study design process; and to the Visiting Team Chair Dr. Alison Byerly, President of Lafayette College.

IX. Compliance Report and Evidence Inventory

The Compliance Report is an electronic document that provides evidence to demonstrate Bryn Mawr's fulfillment of all 15 Middle States Requirements of Affiliation and compliance with accreditation-relevant federal regulations. The Compliance Report is supplied separately and available to the Middle States visiting team and the Bryn Mawr community.

The Evidence Inventory is an online, indexed collection of all documents identified in support of the Self-Study and referenced in the Self-Study Report. The inventory is access-controlled and can be managed and updated by multiple users. Each document in the Inventory is internally indexed with an identification code keyed to the report section and/or institutional priority to which it pertains. File names are linked to the Standard the evidence addresses. The documents are located in a centralized online file repository. The Steering Committee is responsible for managing the Inventory, with Steering Committee Co-chair Richard Barry taking lead. His position as Director of Institutional Research, Planning, and Assessment, backed by a long career of research and documentation-related responsibilities in the academic and nonprofit worlds, makes him ideally suited for this role. The Inventory will be uploaded to the Middle States portal with the final Self-Study Report and be made available to the Middle States visiting team.