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PLANNING FOR COEDUCATION

Preface: The Evolving Mission of Wheaton College

The mission of Wheaton is an evolving and dynamic one, the product of historic commitments, present emphases and future imperatives. The essence of the mission can be found in the educational values and philosophy embodied in the academic program and co-curricular activities.

As we prepare for coeducation, for expanding Wheaton's mission to include the education of women and men, we have an important opportunity to reaffirm explicitly Wheaton's historic and continuing commitments to the liberal arts, to quality, and to educating an able and diverse student body. Building on these commitments, we must plan to take account of the broadest educational needs of future generations and the particular contributions that Wheaton can make in meeting these needs for both individual students and the larger society. In so doing, we must bring to bear a realistic assessment of the resources, human and financial, real and in prospect, that the College can muster in support of its mission. And, throughout, we must assure that our work is informed by the insights gained from our historic mission as a women's college and by our very real and distinctive current strengths--those shared beliefs and values which have set us apart in the past and will continue to determine how others respond to us in the years ahead.

The Trustees have invited the President to lead in the formation of a broadly participatory planning process, the central purpose of which is to address issues related to becoming a distinctive, liberal arts, coeducational college. To this end, the President, in collaboration with College Officers, drawing on the work of the Faculty Steering Committee, and informed by letters and other communications from alumnae, students, and parents has developed a planning agenda--including goals, structure and process, and timetable--to be completed in the fall of 1988.

## PLANNING FOR COEDUCATION

## The Planning Process

## I. Goals and Issues

A. Wheaton's overarching aim and the purpose which is at the heart of the planning effort is to become a distinctive liberal arts coeducational college in the 21st century. The particular focus of our effort at this time and the plans and recommendations which will emerge from this planning process relate to the transition to coeducation with particular reference to the next five years.

B. Assumptions flowing from Wheaton's central mission provide the framework for our efforts:

1. the liberal arts as the principal focus of teaching and learning;
2. fostering of intellectual and personal growth in a residential academic community;
3. commitment to quality and excellence;
4. gender balanced education.

As an external frame of reference for our work, our peer group as we plan ahead should be the Twelve College Exchange colleges, (Amherst, Bowdoin, Connecticut College, Dartmouth, Mount Holyoke, Smith, Trinity, Vassar, Wellesley, Wesleyan, and Williams) nine of whom now have elected to expand their mission to include the education of both women and men.

C. Goals: the specific goals which must permeate this planning effort are:

1. The development of a new model of coeducation which builds on Wheaton's historic strengths as a women's college and its current success in gender balanced education.
2. Achieving a student body profile which is increasingly able, diverse, and nationally and internationally representative.



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3. Striving for new levels of quality and excellence.
4. Enhancing Wheaton's national reach and reputation.

The work of every part of the planning process should connect to these goals and result in recommendations which will move Wheaton toward achieving them.

- D. Issues: the central issues to be addressed in this planning effort relate to Wheaton's transition toward coeducation over the next 5 years and include the following:

1. The Learning Environment
2. Student Life
3. Athletics
4. Admissions/Recruitment
5. Community Development
6. Wheaton's National Image
7. Campus Facilities Plan, including long-term possibilities for campus and Town development as well.
8. Financing Plan, including 5-year projections and fund raising possibilities.
9. Assuring broad constituency understanding of and support for the planning proposals and plans developed throughout this planning process.

In addition to addressing these specific issues, as we proceed, we will surely identify issues and possibilities which lie beyond the scope of this particular effort and which may become the agenda for further planning, building on the experience of our initial transition years.

## II. Structure, Process, and Responsibilities

- A. Structure: to address the particular issues at hand, to assure the opportunity for broad representation in the planning process, and to develop recommendations which reflect institutional priorities and are both feasible and financially sound, the following are needed:

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1. Planning Council

The Planning Council will provide overall leadership and direction for the planning process, including developing a statement of Wheaton's institutional mission and goals for the future, assuring that the goals of the planning process are reflected in the work of other planning bodies and in the final recommendations, coordinating the work of the task forces, and developing an overall summary report and recommendations for Trustee approval and action.

The Planning Council will be chaired by the President and will include the Provost as Vice Chair, four faculty members, two students, and two staff members.

2. Task Forces and Planning Projects

To address particular transition issues, a number of task forces and planning projects are needed whose particular structures and work plans will vary depending on the task at hand. The following are proposed:

- A. Task Forces

- 1) Learning Environment Task Force: a campus-based group to examine issues relating to the learning environment under the direction of the Dean of Faculty.
- 2) Student Life Task Force: a campus-based group to examine issues relating to student life under the direction of the Dean of Students.
- 3) Admissions/Recruitment Task Force: The Committee on Admissions and Student Aid augmented by alumnae, staff, and additional faculty and student representatives, will examine issues and opportunities for achieving greater student diversity and increased admissions selectivity under the leadership of the Executive Director of Admission and Financial Aid and the Director of Admission.



4) Athletic Task Force: a campus based task force, utilizing outside expertise, will develop proposals for a comprehensive coeducational athletic program, including recommendations for additional athletic facilities.

5) Community Development Task Force: a campus-based task force, utilizing outside expertise, and led by the Vice President for Resources to consider Wheaton's opportunities and objectives for developing its own land and influencing the Town of Norton.

B. Planning Project

1) Wheaton's National Image: developing an overall public relations plan which will serve particularly our near term recruitment needs and our needs for effective communications with our external and internal constituencies will involve a combination of external expertise and internal consultation and will be led by the Vice President for Resources.

3. Commission on Coeducation:

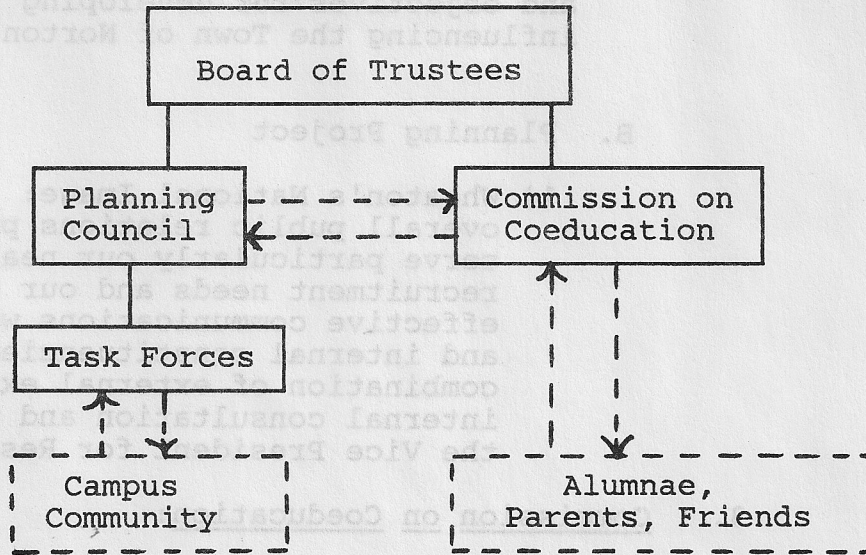
The Commission on Coeducation will be a broadly representative group of trustees, alumnae, parents, and distinguished friends of the College numbering 35 to 40 members.

The Commission on Coeducation will be led by the Chairman of the Board of Trustees and will have as its Vice Chairman the President of the College. Alumnae will represent at least one-half of the membership with the remainder being drawn from Trustees, friends of Wheaton, including distinguished educators and parents of current and former students.

The primary functions of the Commission will be to comment and advise with respect to draft planning proposals, serve as a communications link with Wheaton's constituencies beyond the campus, and assure broad understanding and support for the planning process and its outcomes, including cultivation of potential financial and volunteer support for specific transition plans and longer range goals.

The Commission will convene on the Wheaton campus three times during the planning process at which time they will meet with faculty, students and staff involved in the planning, including members of the Task Forces and Planning Council.

- 4. The interrelationships of these planning components are shown below:



Descriptions of these groups, identifying issues and problems, desired outcomes, and process and timetables are contained in an appendix to this overall planning document. Additional groups may be formed as the planning process gets underway if further issues are identified which need planning attention.

5. Communications

Communications during and about the planning process are essential to its success to keep people informed and to provide opportunities for comment and feedback. Each component - task forces, projects, Planning Council and Commission on Coeducation - will be responsible for maintaining a written record of it proceedings. In addition, a monthly planning newsletter will be distributed to everyone on campus, all those



who are members of the various task forces and committees and key alumnae leaders. The newsletter will be written by the Director of Public Relations who will be attached to the Planning Council on an ex officio basis.

It will be the responsibility of the Planning Council to insure that a final comprehensive report is produced summarizing the recommendations and planning outcomes.

#### 6. Staffing:

A planning process of this magnitude and complexity requires both a high degree of coordination and communication and the ability to draw on various kinds of expertise and information. Staffing for this planning effort will be under the auspices of the Office of the President which will undertake to assign appropriate staff assistance to the Planning Council, the Commission on Coeducation, and the Task Forces. Further assistance such as outside expertise, visits to other institutions, and institutional or other data will be coordinated through this office also.

### III. Timing

The carrying out of this planning process should reflect many simultaneous activities which will be interrelated but not necessarily interlocking. While many issues under review will not come to closure even at the end of the planning process, others may be completed in a relatively short period of time. The Planning Council may receive and process recommendations from other planning groups at any time, forwarding them to existing bodies for approval and or implementation as appropriate.

Major milestones in the planning process over the next 18 months are expected to include the following:

Summer '87: consult about planning process, appoint and recruit Planning Council, Task Forces, and Commission on Coeducation, prepare charges to task forces and other groups as needed, make work pert chart.

September '87: initial meeting of Council and Task Forces to launch planning activity.

October '87: meeting of Commission on Coeducation; progress report to Board of Trustees from Council.

November '87: progress report to faculty at Retreat; meeting of Council with Task Force leaders for discussion of work to date.

February '88: preliminary reports and recommendations from Task Forces to Planning Council.

March and April '88: Planning Council will work with Task Forces to assure coordination; campus and off-campus opinion will be sought concerning preliminary recommendations; the Commission on Coeducation will meet to hear progress and provide feedback.

May '88: Task Force final reports and recommendations to Planning Council.

Summer '88: Planning Council draft overall summary report and recommendations including financing and facilities plans.

September '88: Review of Planning Council draft Summary Report by faculty, students, alumnae and others.

October '88: Commission on Coeducation review of draft Summary Report; Council presentation of draft Summary Report to Board of Trustees.

December '88: Council to submit Summary Report and Recommendations to Trustees and conclude planning activities!

The feasibility of this timetable will depend on developing an overall timetable integrating the work of the task forces with other planning activities. Creation of a planning pert chart is an important early planning activity which will enable us to identify potential problems and opportunities for synergy along the way.



APPENDIX  
PLANNING GROUP WORK PLANS

- I. Planning Council
- II. Commission on Coeducation
- III. Task Forces
  - A. Learning Environment
  - B. Student Life
  - C. Admission/Recruitment
  - D. Athletics
  - E. Community Development
- IV. Wheaton's National Image
- V. Financial Planning Outline

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## I. PLANNING COUNCIL

### Task:

To provide overall leadership and direction for the planning process including:

1. Articulating a statement of Wheaton's institutional mission and goals as a coeducational college with particular emphasis on achieving the goals of the planning process.
2. Oversight of the activity of task forces, including coordinating the work among them, and receiving their reports and recommendations.
3. Developing a Summary Report which integrates the work of the Task Forces and presents a set of overall recommendations which advance the central goals set forth for this planning process and reflects college priorities and feasible financial planning.
4. Assuring opportunities for consultation and comment from the campus community, the Commission on Coeducation, alumnae, and others as appropriate throughout the planning process.

### Outcomes:

A Summary Report to the Board of Trustees, including recommendations for Wheaton's transition toward coeducation over the next 5 years. Proposals will include recommendations concerning:

1. The Learning Environment
2. Student Life
3. Athletics
4. Admission/Recruitment
5. Community Development
6. Wheaton's National Image
7. Facilities Needs in the context of longer-range campus planning and community development possibilities
8. Financial Plans, including projections of costs, financing opportunities, and fund-raising possibilities

Approval for implementation or forwarding to appropriate bodies for action on recommendations at any time during the planning process.



Process and Timetable:

The Planning Council will be chaired by the President and will include the Provost as Vice Chair, four faculty members, two students, and two others from different parts of the College.

The Council will meet frequently, probably bi-weekly, beginning in September, 1987. In October, it will report on the progress of the planning process to the Board of Trustees; in November, it will bring together Task Force leaders for discussion and progress reports as well as reporting to the faculty at the Faculty Retreat.

In February, 1988, the Planning Council will receive preliminary reports and recommendations from Task Forces. March and April, 1988, Planning Council will review Task Force recommendations and take steps to assure coordination. Campus opinion will also be sought concerning preliminary recommendations during this period and the Commission on Coeducation will meet to hear progress and provide feedback. May, 1988, Task Forces provide final reports and recommendations to the Planning Council. Summer, 1988, the Planning Council will draft an overall Summary Report and Recommendations, including financing and facilities plans for presentation to trustees and others in the fall for further review and comment.

The Council will meet with trustees in October of 1988 to present the draft Summary Report and hear the responses of trustees. A final draft reflecting the feedback from various Wheaton constituencies should be submitted by the Council to the trustees in December, 1988, which should conclude the planning process and bring the work of the Planning Council to an end. A grand celebration should follow!

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## II. COMMISSION ON COEDUCATION

### Issues/Problems:

1. How to achieve broad participation in planning for coeducation
2. How to provide a means of communication about planning and plans to various constituencies
3. How to access outside expertise, perspective and luster for planning process

### Outcomes:

1. Gain broad acceptance of and credibility for the outcomes of planning process
2. Increase the number of individuals who are knowledgeable about Wheaton's transition to coeducation and who serve as advocates for it in important arenas.
3. Cultivate potential for financial and volunteer support for specific transition plans and long range goals.

### Process and Timetable:

Summer '87: Identify and recruit 35-40 members for Commission on Coeducation.

October, 1987: Planning Council convenes Commission to review entire planning agenda, including charges to Task Forces.

April, 1988: Commission meets to advise and comment on preliminary reports from Task Forces.

October, 1988: Commission meets to review and advise Planning Council on final reports and outcomes of planning process prior to submission to Board of Trustees.

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### III. TASK FORCES

#### A. LEARNING ENVIRONMENT

##### Task:

The goal is to use our resources -- including the classroom, advising program, work/internship experiences, international experiences, and co-curricular life -- to create an environment in which women and men can learn together most effectively both in and out of the classroom.

##### Outcomes:

A five-year plan that will assure:

1. A curriculum that is gender balanced.
2. A faculty that is approximately half men and half women.
3. A classroom atmosphere conducive to the active participation and learning of both men and women.
4. A link between leadership and learning so that coeducation and the presence of men will not discourage women from seeking and filling effectively campus leadership positions.
5. An advising program that encourages students to compete effectively for national and international honors and fellowships and that encourages them to enter (in greater numbers than previously) professional and graduate programs.

A program that helps advisors rethink the means by which students can best be helped to examine educational options and make wise choices.

##### Process:

The Task Force will develop a five-year plan that addresses these issues through a program of faculty development that includes workshops, curriculum development, visits to other institutions, use of invited consultants.

The plan should address timing and should indicate what recommendations must be referred to existing committees i.e., Ed. Pol., Faculty.

Prioritize recommendations, and indicate needed resources,--staff, money, facilities.

The work of this Task Force will be closely related to the work of the Task Forces on Student Life and Admission.

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## B. STUDENT LIFE

Goal: To examine residential, community, social, and intellectual life at Wheaton and to enhance the quality of life for a more diverse student population over the next five years.

### Issues:

#### 1. Residence Life

-What factors are important to consider in housing men in residence halls?

-What are the opportunities for developing special interest living arrangements?

-What professional/administrative positions are needed to support residence life?

-What changes in student staff positions/responsibilities and training are required?

-What new programming will be needed? (e.g. issues of coed living)

-How will we create and sustain community values for each new class?

#### 2. Campus Life: Intellectual and Social

-How will we involve current students in creating a welcoming campus environment for prospective students beginning in September '87?

-Do our present programs and activities meet the needs and interests of our student body?

-How can we make present programs accessible to men?

-How can the college promote and maintain equal access to leadership roles?

-How can we broaden activities/programs to promote personal and intellectual development for a more diverse student body?

-How can students be included and encouraged to participate in college governance?

-What programs are needed to meet the needs and interests of special interest groups (e.g. minority students, international students, CE students, gay students, others...)



-What programs/public events can we create to promote a greater sense of community and a more vigorous intellectual environment on the campus?

-How should campus programs relate to the curriculum?

-How can Wheaton sustain a 7-day week residential community?

-What changes in transportation services will improve the quality of student life?

-What resources in the Norton community would enhance the quality of campus life?

-How can we create new traditions appropriate to a diverse student body?

-What support systems (staff and services) will be needed for our student body in the next five year? (Health services, Counseling, Dean's staff, student activities, etc.?)

#### Outcomes:

1. A plan for coed residence life to include both immediate (Sept. 1988) and long-range plans for: dormitory renovations, residence life staff and programming.
2. A short-range transportation plan (for 1988-89) and recommendations for long-range options for transportation to make Boston more accessible to Wheaton students.
3. Recommendations for support services needed to adequately advise, counsel, and promote student development and campus programs and activities for the next five years.
4. A one-year design for campus programs and activities which takes into account a more diverse student population, and integrates the social and intellectual concerns of students and faculty.
5. A long-range plan for evaluating campus intellectual and social life and creating appropriate structures and programs to enhance it.

#### Process:

The task force on student life will be representative of a broad spectrum of the current student population and include faculty and student affairs professional staff.

The task force will meet biweekly, assign particular tasks to subgroups, and consult with students, faculty and staff on campus. It may be appropriate to visit other institutions (12X colleges), use outside consultants, and review current research

on particular aspects of student life. The student life task force will relate closely to existing student groups (residence life, SGA) and to the task forces on athletics, and the learning environment.

The final plans will include timetables for implementation, priorities for recommendations, and suggestions for ways to evaluate new programs and services.

Timetable:

Sept. 1987: establish task force, review charge, create subcommittees, assign tasks (residence life, transportation/Norton community, support services, programs and activities).

Oct. 1987: subgroups meet, consult with on-campus constituencies and resources, define needs for outside resources or off-campus visits.

Dec. 1987: preliminary reports of subgroups on short-range plans presented to task force.

Feb. 1988: draft of preliminary report of short-range plans progress on developing long-range plans presented to "steering committee".

March, 1988: final plans for short-range plan for residence life, transportation, support services and programs and activities completed.

May, 1988: final long-range plan for residence life, transportation, support services, programs and activities and recommendations for evaluation of all plans.

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## C. ADMISSION/RECRUITMENT

### Issues/Challenges:

1. Market Wheaton as a first-rank liberal arts college in order to strengthen its ability to attract a more diverse student body.
2. Improve Wheaton's academic profile by increasing selectivity in the admissions process.
3. Educate Wheaton's campus constituencies about admissions as a mechanism to achieve broad institutional support for recruiting coeducational classes.

### Outcomes:

1. Develop ideal profiles of the Wheaton student body in the years 1992 and 1997 taking into consideration issues of gender, ethnicity, geographic diversity, and legacy.
2. Advise in the development of the five-year strategic admissions plan through consideration of issues related to quality and diversity.
3. Cultivate institutional support across campus constituencies for Wheaton's admissions efforts.

### Process:

1. Convene task force comprised of Committee on Admission and Student Aid augmented by students, alumnae, and staff in consideration of admission/recruitment.
2. Educate task force about current plans and recruitment programs in place for 1987-88 and broaden the task force's knowledge of the recruitment process.
3. Examine mechanisms in admissions marketing and financial aid policies and make recommendations for achieving status as a national institution with a strengthened student academic profile.

### Timetable:

September '87: Appoint and convene task force (to meet monthly).

February '88: Issue preliminary report.

October '88: Issue final report with recommendations.

## D. ATHLETICS

### Goal:

To create a comprehensive coeducation athletic program which will enrich student life, compliment the learning environment, and be appealing to both female and male prospective students.

### Outcomes:

1. A statement of overall philosophy and goals for a coeducation athletic program.
2. A five-year program plan that will move Wheaton toward the goal of a comprehensive coeducational athletic program, comparable to and competitive with peer 12 College Exchange colleges, including staffing, facility and other needs, that will assure:
  - a. Competitive intercollegiate and club sports program which will be comparable with peer 12 College Exchange institutions, including recommendations about the type and level of sports teams for women and men, levels of competition, and recruitment needs for success.
  - b. A program of recreation, instruction, intramurals, and other athletic activities which will enrich the quality of campus and student life.
3. A plan for expansion of Wheaton's athletic facilities which will serve immediate needs, provide long-range flexibility, and permit phased development.

### Process and Timing:

Campus based task force composed of students, faculty, and administrators and chaired by an outside expert consultant will develop goals and recommendations, following study of programs and facilities at peer institutions and consultation with others including Student Life Task Force, as appropriate.

Preliminary proposals to be ready for review by December 1, 1987 or sooner if timing warrants; draft report of overall coeducation program plans and facility needs by February 1, 1988; final report by May 1988.

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## E. COMMUNITY DEVELOPMENT

### Issues/Problems:

1. Create "a college town" atmosphere in Norton's town center through campus facilities and commercial/retail/housing development on Wheaton land
2. Play a constructive role in Norton town development by identifying town needs that Wheaton can assist in achieving (eg. reservoir clean-up/development)
3. Maximize financial return/value of Wheaton owned land in ways consistent with our long-term mission.
4. Enhance Wheaton's reputation and ability to serve as a cultural resource for the region by building on Great Woods relationship.

### Outcome:

1. A land use plan with specific objectives for Wheaton owned land, including major campus facility needs and related commercial development.
2. Identification of development partners
3. Clearer and better town/gown relations; Wheaton influence in town planning, zoning process.
4. Acquire expertise (outside probably) in realistic financial objectives and vehicles for land development.

### Process and Timetable:

September, 1987: Convene campus task force composed of Wheaton faculty and staff who are residents/active in town.

September, 1987: Educate them re: land studies and plans, including contacts with town planners and potential developers to date.

October, 1987: Hire land use consultant to work with committee.

November-January, 1988: Draft land use plan.

February, 1988: Develop strategy for sharing land use plan with town and with potential developers.

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#### IV. SPECIAL PROJECT:

##### WHEATON'S NATIONAL IMAGE

###### Issues/Problems:

1. Develop widespread recognition of Wheaton as a distinctive liberal arts college of national reach and reputation.
2. Reposition Wheaton to successfully attract 1) a coed student population; 2) a national/international (vs. local/regional) student population; 3) an academically able and broadly diverse student body.

###### Outcomes:

1. An over-all public relations campaign to achieve favorable publicity for and understanding of, first, Wheaton in transition and, second, Wheaton as a coed college of first rank.
2. Identification of the several audiences that are essential to expand Wheaton's mission and development of communication strategies, including publications, events and media coverage, that will support and serve the strategic goals of admissions recruiting.
3. Rebuild alumnae/parent support via involvement in admissions planning/recruiting as well as conventional volunteer and cultivation activities.

###### Process and Timetable:

August, 1987: Hire experienced Public Relations Director

January, 1988: Recruit and convene PR advisory committee (alumnae and others with professional expertise in PR, marketing, advertising, etc.)

Draft by April, 1988: Develop a plan for national media campaign and college communications to internal and external audiences.

Spring, 1988: Evaluate and define need for public relations counsel.

Spring, 1988: Restructure Communications Office as needed.

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## V. FINANCIAL PLANNING

### Task:

In continuing its commitment to excellence in the liberal arts, and in shaping its future to become a distinctive coeducational institution, the College requires a comprehensive long-range financial plan. Such a plan must represent traditional and emerging institutional priorities, must assess the financial impact of future opportunities and initiatives, and must articulate strategies for continued financial strength and equilibrium. Not only will the financial plan provide a long-term perspective for informed discussions and decisions, it also will provide a dynamic framework for clarifying and coordinating a coherent set of financially sound initiatives.

### Outcomes:

Development of a financial planning model designed to support the following activities:

1. Assess financial implications of major plans and proposals.
2. Identify and analyze primary planning variables and their long term impact.
3. Prepare five-year projections of revenues and expenses.
4. Produce customized financial reports which help to clarify assumptions, explore issues, and document alternatives.

Preparation of a long-range financial plan which represents the future directions and aspirations of the College, which encompasses academic and facilities planning, and which articulates a set of strategies toward preserving and enhancing the financial strength of the College.

Creation of a planning framework and capability which readily support decision-making on a continuing basis.

### Process and Timetable:

Sept. - Oct. '87: develop financial planning model by constructing variable definitions/relationships and by developing data as required.

November '87: Further develop planning model. Construct programs for generating various reports. Begin testing model in preparation for actual use in analysis and planning.

Dec. '87 - Jan '88: Initiate formal use of model in support of planning activities. Identify and evaluate financial questions and concerns emerging from Task Force deliberations. Address financial issues identified by the Planning Council.

Feb. - March '88: Evaluate the financial consequences and feasibility of Task Force recommendations.

April/May '88: Develop formal long-range financial plan in accordance with the final Task Force recommendations and the recommendations of the Planning Council.

Summer '88: Complete development of initial long-range financial plan as part of Planning Council's report to Trustees.