



**PRELIMINARY STRATEGIC PLAN
MOUNT HOLYOKE COLLEGE
2011-2016**

**FINAL REPORT OF THE STRATEGIC PLANNING COMMITTEE 2010-2011
MAY 2011**

I. INTRODUCTION

The Strategic Planning Committee began its work on a five-year strategic plan by reading dozens of internal and external reports, studies, analyses, and forecasts about Mount Holyoke, liberal arts colleges, higher education, and the projected needs and nature of the workforce and the world into which Mount Holyoke students will graduate. At the same time, the President and her Senior Advisors were holding conversations throughout the fall and into the spring with students, staff, and faculty members about the state and the needs of the College.

The SPC then developed an aspirational picture of what a thriving Mount Holyoke might look several five-year plans into the future. We chose the year 2037, the College's 200th year. Given the pace of local, national, and global change, it may be folly to extend our horizon out so far. But a college must plan toward its aspirations, ideally aspirations that grow from shared commitments and values. We believe our aspirations are worthy ones, and not unrealizable. But realizing them requires that we develop strategies and goals that will enable us to meet the challenges we face.

We here submit the strategies and goals that we believe should drive Mount Holyoke for the next five years. This report contains:

- II. a brief description of the College today,
- III. a vision statement of aspirations and values,
- IV. a discussion of Mount Holyoke's current strengths, challenges, and needs,
- V. three strategic institutional goals, and four cross-cutting points of focus that four task forces have been created to examine more closely,
- VI. two strategic turns—curriculum to career and new markets—that constitute essential new strategic focal points for the College
- VII. more detail on goals, with task force areas mapped to those goals,
- VIII. and a summary of the Committee's process.

II. MOUNT HOLYOKE IN 2011

Mount Holyoke is recognized nationally and internationally for the excellence of its academic programs and for its conviction that educating women is crucial to the welfare of the world. By forging the alliance of a liberal education with purposeful engagement, we foster and inspire a community of thinkers who understand how to identify and respond to complex problems. Mount Holyoke integrates an extraordinary learning experience with a

dynamic co-curricular environment and a distinctively inclusive community of faculty, students, and staff. This integration endures beyond the College gates and prepares students for leadership and success in all aspects of their lives.

The College's current mission statement, adopted in 1997 as part of the *Plan for Mount Holyoke 2003* and altered slightly in 2003 as part of the *Plan for Mount Holyoke 2010*, needs revision to align it with the description of Mount Holyoke 2011 above, with a new strategic plan, and with the expectations of external as well as internal constituencies. The President is working with her officers to develop a draft for submission to the planning committee and the wider community.

III. ASPIRATIONS AND VALUES

Mount Holyoke College will be recognized and ranked as a top institution of higher education for academically high-achieving students, and will be known within and outside academe for the excellence of its programs and the quality of its graduates. The College will forge new alliances locally (especially in the Five Colleges), nationally, and globally, building and participating in new networks for educational enrichment and occupational opportunity. Mount Holyoke's graduates will be sought after by the finest graduate and professional schools throughout the world, will be highly valued by employers, and will achieve significant levels of responsibility and leadership in their fields.

Mount Holyoke College will be ranked among the best of its peer institutions based on its challenging and rigorous curricula, the quality of student-faculty interaction in and outside the classroom, the professional reputation and achievement of its faculty as both researchers and teachers, the importance of the on-campus experience in undergraduate life, and the institution's abiding commitment to women-centered education. Mount Holyoke's undergraduate curriculum will retain the central place of the arts and science disciplines and cross-disciplinary inquiry, preparing students for the complex challenges of the world they will inhabit. The College will forge robust linkages between students' academic experience and careers, opening new pathways for professional preparation. Educational programs and delivery methods will be expanded while retaining the values and integrity of a liberal education.

Mount Holyoke will attract a large pool of qualified applicants, and from this pool will enroll a class that is academically strong, intellectually curious, artistically talented, and athletically competitive. The resulting community will be at once socially and culturally aware and bound together through a common and transformative educational experience. Mount Holyoke will strive to make its education accessible to all its students through a balanced and affordable program of financial aid. The College will be recognized and ranked as one of the best institutions for women in the world, producing graduates who are leaders in their chosen fields, and who share their talents and wisdom both with the College and with one another throughout their lives.

Mount Holyoke will be a broadly diverse and inclusive community that values collaboration, respect, collegiality, openness, and engagement.

Through sound investment practices, growth in alumnae giving both in dollars and in participation rates, growth in other gifts and grants, increased tuition revenue, reduced discount rate, and revenue from complementary programs, Mount Holyoke will achieve revenue streams sufficient to fund its institutional aspirations for excellence and will continue to build its endowment significantly. Enrolled students will generate sufficient net tuition

revenue to support the College's operations at a sustainable level. Institutional prosperity will fund improvements in campus appearance and functionality, keeping Mount Holyoke one of the most beautiful college campuses in the United States. The campus will also be physically and technologically forward-looking, with modernized facilities to support its programs, and environmental stewardship fully integrated into the physical, curricular, and co-curricular life of the College. Mount Holyoke will be marked by agility, innovation, fiscal responsibility, effective and efficient processes, good management practices, and high morale.

IV. STRENGTHS, CHALLENGES, AND NEEDS

STRENGTHS

Established in 1837, Mount Holyoke is the world's longest-standing institution of higher education for women. Our founder Mary Lyon argued that educating women was necessary for what she called "the great work of renovating the world." From its beginning, Mount Holyoke has been dedicated to the complementary goals of academic excellence and purposeful engagement. Liberal arts education here has always been more than intellectual inquiry for its own sake, though it is thoroughly that as well. There has always been a pull toward employing education for some larger purpose.

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

We have also long aspired to educate the whole student, to view students' education developmentally, and to connect the curricular and the co-curricular. These goals are embodied in our focus on finding educational opportunity in every corner of students' lives, and particularly in a focus on creating dialogue in which students must not only form and articulate their views, but also take account of the perspectives of others.

The Mount Holyoke faculty is diverse in every way, productive beyond the standards of many first-rate liberal arts colleges, and—above all—very good at teaching. Students are talented, bright, high-achieving, dedicated to their academic and co-curricular work and to one another, and notably diverse. Students of color and international students make up a larger percentage of the student body than at peer colleges, and the socioeconomic diversity of Mount Holyoke students is notable and long-standing. Members of the staff are capable and dedicated partners with faculty and students in the educational enterprise and the many functions that support it. The community is rounded out by a worldwide network of some thirty-five thousand alumnae, living and loyal embodiments of a Mount Holyoke education. Alumnae actively volunteer to support the College in recruitment, retention, mentoring, internships, and fundraising for student scholarships as well as annual and campaign funds. The College's educational offerings, co-curricular life, and support functions are much enriched, and rightly becoming even more so, by membership in the Five College Consortium.

The College's strengths are many, and have been catalogued in recent years both by external review (our 2007 reaccreditation) and by internal self-study. On virtually every list are the clarity and salience of Mount Holyoke's

mission; the centrality of academic excellence in that mission and in our daily lives; an exceptional faculty; a rich set of academic programs and course offerings; the diversity and internationalism of the student body, faculty, and curriculum; a talented and productive staff; committed and generous alumnae; a strikingly beautiful campus; an ethos of collaboration and cooperation; and a tradition of service to all sectors of society across the U.S. and around the world.

CHALLENGES AND NEEDS

The College's challenges may be fewer in number than its many strengths, but they are compelling and increasingly urgent. The most pressing ones fall into four large categories, with considerable overlap. One set of challenges stems from trends in higher education generally, in liberal arts education more specifically, and in Mount Holyoke's academic experience particularly. Central to that experience is an extraordinarily intense and often highly personalized faculty-student interaction. Another set of challenges are financial ones stemming from Mount Holyoke's particular set of expense and revenue drivers, as well as larger questions about the future of the financial model upon which the small residential liberal arts college has long rested. There is a third challenge of explaining, to the kinds of students we hope to attract and to their families, exactly what it is that Mount Holyoke distinctively offers, and what difference a Mount Holyoke education makes. We need to become more compelling in the marketplace. This requires more than sharpening our communication about what we have to offer. It will require some enhancements and modifications to what we do. Finally, there are challenges of community and culture. We must ensure that the pressures on staff and faculty to do ever more with ever the same, or less, do not erode the bonds of mutual respect, trust, confidence, and pride that enable us to continue our remarkable work.

In sum, we are increasingly pressed to find new ways of attracting excellent students, doing more with fewer resources (instructional, financial, human) than our peers, and fostering connections for our students among their academic, co-curricular, and experiential realms of learning. This last—connecting—has long been the heart of our educational enterprise, and may be a beacon to the future.

Educational Challenges

Among the trends affecting all of higher education—and already affecting Mount Holyoke directly and significantly—are students' increasing need for financial aid, a challenging and competitive fundraising environment, slower endowment growth, an unsustainable tuition model, the challenges of living up to the promise of access, the growing gap between wealthy and less wealthy institutions, changing populations of students including life-long learners, changing delivery methods including online modes, concerns that liberal arts education is not relevant—or not perceived to be relevant—to the real needs of students, the challenge of updating a traditional curriculum, the need to adapt to constant change in technology, and an increasingly competitive higher education market both nationally and globally.

Mount Holyoke's academic program has great strengths, but some conditions warrant attention. Although the student-faculty ratio is 9 to 1, the ratio of students to present-and-teaching faculty members is slightly higher than 10 to 1. Moreover, the number of continuing faculty (defined as tenured, tenure-track, and lecturers) is 179, which has dropped from 188 in the mid 1990s (and higher in the late 1980s) while the number of students has crept up to its current 2345. Work that faculty do to mentor and advise students on an individual level differentiates the experience we offer from the experience generally offered by universities. However, this kind of teaching, together with producing scholarly work and performing administrative duties, leaves the current faculty stretched. We currently offer 49 majors, and many certificates and minors, all in the liberal arts. We are also increasingly supporting the development of mechanisms, like the Nexus program and many distinctive activities in

the College's three centers, which allow students to link their academic experience with their lives after Mount Holyoke. We need to find ways to make what we do sustainable, either by increasing the number of continuing faculty or by distributing work differently or both. Mount Holyoke's sabbatical policy, which includes a fully paid pre-tenure sabbatical, supports scholarly and creative work. But faculty need help with identifying funding sources for research and with post-award processes. The College lacks a vigorous program for supporting teaching and the implementation of new pedagogies. There are real questions about whether the teacher/scholar model can withstand the increasing amounts of administration and management that the College asks of its continuing faculty, and we need to find ways to help faculty and academic staff work more efficiently and focus on high impact practices.

Financial Challenges

An array of financial factors, some external and some internal, are affecting Mount Holyoke's present and its foreseeable future. On the external front, the recent economic downturn was severe and the recovery looks to be a slow, multi-year process. The still-high unemployment rate and the difficult environment for housing prices and mortgage defaults are both expected to continue for some time, putting pressure on family assets and incomes. Projections for annual endowment returns for the intermediate term are in the range of 6% to 8%, lower than previous returns and assumptions of returns. Gifts to higher education are declining nation-wide (by 11.9% for 2009), as a result of both the economic downturn and the proliferation of non-profit organizations which provide alternative opportunities for charitable giving. The fixed costs of higher education, particularly competition for highly qualified faculty and staff and ballooning benefits costs, are outpacing revenue growth. The use of tax-exempt debt by colleges and universities to fund campus improvements has increased substantially in the past twenty years. In particular, the recent growth of variable rate debt (69% of institutions as of 2008) exposes institutions to the risk of additional costs as interest rates rise or the market for tax-exempt debt softens in the wake of the financial problems facing many states and municipalities. And as tuitions at selective private colleges and universities continue to increase, an ever smaller percentage of college students are able to pay those tuitions without financial assistance.

Every hard look at Mount Holyoke's situation in the last few years, including this look, has come to the conclusion that the College's current financial model is unsustainable. That this is also true for a host of other colleges does not make it any less pressing. Barring a change in the financial model, Mount Holyoke projects a structural deficit of approximately \$5 million annually. If we wish to maintain key components of our historic and present mission, including a very fine faculty and an economically diverse student body, the College must develop a framework for financial and institutional equilibrium. Mount Holyoke is competitive with peers in terms of giving, and the generosity of alumnae has played a major role in the success of Mount Holyoke in recent years. But gift revenues are not a large enough percentage of the operating budget (about 12%, including the annual fund at 8% and another 4% for specific operating budget purposes) nor are they growing at sufficient rates to have a material impact on the basic financial structure. Endowment performance has been strong over time, but the College is under-endowed compared with its closest competitors. Expense budgets have been constrained for a number of years, resulting in departments that are struggling to support the programs and services that the College requires to remain in its current position as a selective liberal arts college. Balancing the operating budget in coming years will require either significant new sources of revenue or a significant reduction in the programs and services the College offers. Or both.

The College has made major improvements in its physical and technological assets over the past twenty years, averaging \$ 7-11 million annually. However, after increasing enrollment by 400 students since 1998, the current size of the student body is beginning to exceed the ability of the campus to support it, despite new and expanded

facilities. The residence halls are full and the kitchens and dining rooms are overextended. Classroom and office space is tight. Mount Holyoke has a reasonable level of debt which is used for improvements to campus facilities and equipment. Additional debt capacity exists, but it must be used judiciously and balanced with additional funding from gifts and from the operating budget.

Enrollment Challenges

The third set of challenges, after challenges to higher education as a sector and the challenges of the financial model, are challenges of the marketplace. In 2010 Mount Holyoke received a record number of applications (3359). Applications are up 48.7 percent since 2004, with particular growth in the international pool. The enrolling class was quite strong with 38 percent ranked in the top 5 percent of their class (the highest since at least 2000). Mean SAT scores were 1297, higher than in 2000, but somewhat lower than the past couple of years. (In 2007, they were 1323.) Yield has consistently fallen over the past few years. The diversity of the entering class remains high compared with peer schools, with 26 percent of the class identifying as students of color and 25.5 percent international. Since reaching a high in 2008, domestic applications have declined 3 percent, due in part to unfavorable demographics. The number of high school graduates in New England has been declining and will continue to decline at least through 2018. This is the region that in the past has supplied 35 percent of Mount Holyoke's domestic applicants. High school graduates in the South will increase over 16 percent by 2018, though at present this region supplies only 15 percent of the College's domestic applicants.

While the number of applications has risen, student ability to pay has declined. In the past year, more students (69%) received need-based aid. Correspondingly, over the past two years, the average revenue per student declined. From 2001 to 2008, net student charges rose by 53% overall and by 42% per student. However, in the past two years, net student revenue has reached a plateau, increasing modestly only because of an increased number of students attending the College. The budget for FY2012 (2011-2012) projects a decline in net student charges resulting from the continued pressure of financial aid. Mount Holyoke has used need-sensitive admissions, merit aid, and aid targeted toward high-ability-to-pay admits with some success in managing net tuition revenue, but the College will need to explore new models of financial aid leveraging. We must do this without losing sight of our historic and present commitment to access, to diversity, and to a broadly national and international student body.

Mount Holyoke continues to hold a strong academic reputation among liberal arts colleges. *US News and World Report* has consistently ranked the College's academic reputation in the top 20 of national liberal arts colleges since 1999. Our overall *US News* ranking, however, is somewhat lower (top 30), due to lower ratings in some other sub-categories. For example, our rank of 45 in Faculty Resources accounts for a fifth of our overall ranking; our rank of 45 in Graduation and Retention accounts for over a quarter of our overall ranking. On some key measures in other ranking systems, however, Mount Holyoke outperforms many of its peers. The reputation of the faculty, who receive numerous grants and publish prolifically, is strong. And perhaps as one of the best endorsements of the very essence of the product we offer, in 2010 *The Princeton Review* ranked Mount Holyoke number 1 in having the best classroom experience.

Nonetheless, the Mount Holyoke which current students, faculty, staff, and alumnae describe is in some ways markedly different from the perception of the College in the marketplace where students and parents shop for colleges. The reasons for this difference are many and complex. Data from the Admitted Student Questionnaire (ASQ) tell us much about how the pool of accepted applicants rates Mount Holyoke on a variety of measures relative to peer institutions, including academic reputation, location, special academic programs, merit scholarships, extracurricular opportunities, and preparation for career. Mount Holyoke does better than peers on

some measures and less well on others, just as Mount Holyoke wins cross-admits against some schools and loses cross-admits to others. Because the reasons are complex, the College needs to explore the aspects of Mount Holyoke that attract or discourage potential students, and design steps to improve our attractiveness to the students we seek.

Community Challenges

Finally, the College faces challenges of community and culture. We have entered austere times. Austerity can tear at the fabric of community, or it can help a community find renewed common purpose. We must remain on the latter path, reinforcing our shared commitment to a diverse and inclusive community of faculty, staff, and students living and learning together in a spirit of openness, understanding across differences, integrity, high standards, high expectations, and mutual respect. These and other values might productively be re-examined and reaffirmed by the campus community as a whole. In particular, we emphasize that our community is made up of several constituencies, each essential to the College's success. Students and faculty are of course the focus of the educational enterprise, but education carries on—and is supported—in many other quadrants of the institution. Staff are as stretched by their workload as faculty, and every bit as committed to the development of our students and the life of the College. Our nearly 35,000 living alumnae are the embodiment of the education we provide. They have an acute sense of how the College prepared them for the various paths they have taken since graduating. And they join those on campus in wanting Mount Holyoke to attract talented students, retain outstanding faculty, maintain academic excellence, ensure financial stability, enhance brand and rankings, reinforce our commitment to access, sustain a focus on women's education, and promote lifelong learning. The Five Colleges are a critical element of Mount Holyoke's identity, attractiveness, and future, as are partnerships in the local and regional community.

V. STRATEGIC GOALS

These challenges led the Strategic Planning Committee to focus on three overlapping areas of need—education, resources, community—and to suggest (in its February *Progress Report*) a set of strategic directions for the next five years.

EDUCATION

- Articulate, develop, and deliver a notion of liberal education that connects classroom to career, giving students the skills they need for purposeful and successful engagement with the world.
- Support and enhance faculty excellence in teaching, scholarship, mentoring, and advising.
- Articulate learning goals and measurable outcomes, and develop a culture of ongoing assessment for internal improvement as well as external reporting.
- Ensure that students admitted to the College will have the support to achieve those outcomes.

RESOURCES

- Develop a sustainable financial model that enables Mount Holyoke to achieve its short term and long term goals.
- Articulate, create, and claim a distinctive position in the landscape of higher education in order to improve reputation, recruitment, and retention.
- Analyze the possibility of serving expanded populations of students.
- Keep a Mount Holyoke education accessible to qualified students from all socioeconomic backgrounds.

COMMUNITY

- Ensure that Mount Holyoke’s policies and campus climate are inclusive and will attract and retain the best faculty, staff, and students.
- Embed the principles of environmental stewardship and sustainability throughout the campus.

From the three overlapping areas of need—education, resources, community—the Strategic Planning Committee developed (in its April *Draft Goals*) three strategic goals for Mount Holyoke’s near-term future:

- GOAL ONE** **Mount Holyoke College will demonstrate a deep and abiding commitment to a liberal education grounded in the arts and sciences which prepares the next generation of women leaders for life, profession, and service through purposeful engagement with the world.**
- GOAL TWO** **Mount Holyoke College will develop and begin to implement a financial model that is sustainable and achieves the College’s goals while continuing to produce a balanced annual operating budget.**
- GOAL THREE** **Mount Holyoke College will ensure that its policies, practices, and campus culture support the mission and values of the College, and are innovative, responsive to challenge and change, and continuously assessed and improved.**

The Planning Committee proposed under each of these large goals a number of sub-goals and objectives. The Committee focused especially, though, on four areas cutting across all three goals; these areas have emerged in community as well as Planning Committee discussions as high priorities for immediate, even urgent, attention. These are the areas in which some form of renewal, re-conception, re-emphasis, or change is most likely to lead most effectively toward our goals. They are the focus of four Presidential Task Forces.

1. Curriculum to Career
2. New Markets
3. Core Academic Program
4. Admission and Retention

The first two are the primary strategic focal points identified in this year’s planning work. Curriculum to Career is not a new concept—Nexus, Community-Based Learning, and internships are approaches to it—but we need a more robust program, aggressively marketed, if we are to attract the students we seek, ensure that we are educating women to prosper in the 21st century, and better align the College’s offerings with its mission of purposeful engagement in the world. New Markets include areas already under exploration by Complementary Program Development as well as graduate programs. Also under the New Markets umbrella is a study requested by the Faculty Planning and Budget Committee, and others, of the costs and benefits of opening the undergraduate degree to men. The Core Academic Program anchored in the liberal arts remains at the College’s center but needs attention to its scope and structure. Key topics for that Task Force will include college learning goals, the shape and size of the faculty, and modes of delivery of the curriculum. Admission and Retention are shorthand terms for an array of enrollment matters including financial aid,

tuition pricing, marketing, and programs in the first two years that foster students' connections with the College.

Each of the four Presidential Task Forces is charged with developing recommendations for bold yet realistic change through review of current practice at Mount Holyoke and best practices elsewhere, and through creative and focused exploration of steps that will improve the College's situation both in the pressing short term and for a sustainable longer term. More specifically, each Task Force will be expected to approach its work through the lens of the three goals plus several other filters including integration of technology, Five College collaborations, best practices, the future of higher education, marketing, impact on staffing, and building on the College's strengths. The Planning Committee (or designates) will look at financial dimensions of evolving recommendations to ensure progress toward Goal Two. Task Forces will report to the Planning Committee and President.

Task Force recommendations will be reviewed by committees and other standing entities where appropriate. The Strategic Planning Committee discussed the relation between the Task Forces and faculty committees, and considered simply charging existing committees with this work. But the assignments of the Task Forces do not line up with the charges of committees, and the timeline requires some summer work and would preclude any other committee work getting done. The Task Forces have focused charges and must work across the normal structures of the College. The announcement of the Task Forces went to six planning-related faculty committees before going out to the community, along with a cover note explaining the SPC's thinking and expressing the SPC's eagerness to involve faculty members from the committees on the task forces.

VI. STRATEGIC TURNS: CURRICULUM TO CAREER AND NEW MARKETS

As noted, Curriculum to Career is a concept that already has considerable traction at Mount Holyoke, particularly among growing numbers of students. There is also a widening national conversation about what some call "applied liberal arts," others call "liberal arts plus," and the Mellon Foundation calls "the vocational turn." Nearly three quarters of prospective students rank preparation for the world of work very high on their list of reasons for applying to a given college. In a 2011 survey of our own non-applying inquirers—those who ask for information about Mount Holyoke but do not then apply for admission—fully 90% indicated that "a focus on linking curriculum to future career paths" was either very important (54%) or somewhat important (36%) in determining where they applied to college. The essential strategic priority for the immediate future must be a freshly conceived, fully developed, appropriately supported, and aggressively marketed program that bridges a core foundational education in the liberal arts and sciences with deliberate, intentional, and practical preparation for success after graduation. Such a program is essential to attracting and retaining the students we seek, educating them to prosper in the 21st century, and aligning the College's offerings—both curricular and co-curricular—with its mission of purposeful engagement in the world.

This expansion of purpose would entail better coordination and links between the curriculum and work-related skills and experience; improved contacts to offer high-quality internship experiences; strengthened connections with alumnae, who continue to be interested and involved in the direction of the College and who are ready to partner with faculty to provide connections to experiential learning for students;

coursework, majors, programs, internships, and learning experiences that are more flexible, more responsive and adaptable, and more aware of the world beyond the campus; a deeper appreciation of the current world into which our students will graduate, including conditions and expectations of the workplace; seizing the opportunity to compete successfully in a climate of increasing globalization of education and careers; and exploring ways to enhance existing—and to add new—degree and certificate programs whether in partnership with other institutions or on our own.

We also need to rethink and expand the undergraduate population we currently serve. Here again, we have made such expansions in the not-distant past, by first welcoming and then actively seeking Frances Perkins students, international students, and students from the fullest possible range of socioeconomic backgrounds. With few exceptions, however, we have remained focused on undergraduate liberal arts education for women. Serving new categories of students in new ways has been under discussion for some time, and the College has taken some small steps in that direction by adding a post-baccalaureate certificate in pre-medical studies and by exploring opportunities in executive education. Complementary Program Development has stepped this activity up by many notches, and has explicitly tied its mission to enhancing the undergraduate core:

Complementary Program Development Statement of Mission and Values: Undergraduate liberal arts education for women is at the center of Mount Holyoke's sense of purpose and intellectual life. CPD is dedicated to supporting and sustaining this fundamental mission. Building around the undergraduate core and complementing it, CPD dedicates itself to raising new sources of revenue to support the College's mission through a variety of supplemental programs reflective of Mount Holyoke's standards and values. In this manner, CPD will act as an instrument for establishing new and productive relationships and partnerships, for adding to the rich intellectual life of the College, for expanding Mount Holyoke's good reputation to a wider audience, and for providing new and complementary pathways for individuals to realize their educational goals.

The Strategic Planning Committee applauds and supports the work of CPD, and does not seek to intrude upon or reshape its mandate. The SPC does, though, want to pursue a broader sense of potential new markets for Mount Holyoke: graduate programs, non-traditional students, collaborative programs with alumnae, on-line, hybrid (on-line and in-class mixed), or off-campus offerings.

New graduate degree programs are required to be non-discriminatory as to gender. We should also evaluate, as we have done from time to time in the past, the pros and cons of admitting men to the undergraduate degree. This will require a dispassionate review of the experiences of other schools, mindful that each transition from single-sex to co-education is *sui generis*, as well as careful analysis of the likely costs and benefits (in every sense of those words) over both the short and longer term of such a significant and irrevocable change. Outside consulting assistance will likely be necessary.

In sum, Mount Holyoke's full strategic attention must be directed at ensuring that the undergraduate program attracts, retains, and produces students who are prepared for success in the twenty-first century world, and at broadening the College's scope to serve additional revenue-generating populations of students who can benefit either from existing offerings or from new offerings that are consistent with our core mission and values.

VII. GOALS AND TASK FORCES

GOAL ONE

Mount Holyoke College will demonstrate a deep and abiding commitment to a liberal education grounded in the arts and sciences which prepares the next generation of women leaders for life, profession, and service through purposeful engagement with the world.

GOAL ONE	TASK FORCE OR PLANNING COMM
CURRICULUM	
C1. Identify and articulate College-wide learning goals in the context of Goal One.	ACADEMIC CORE
C2. Review and evaluate the current curriculum including requirements in the context of Goal One.	ACADEMIC CORE
C3. Establish a curriculum consistent with the identified learning goals.	ACADEMIC CORE
C4. Respond to the charge from NEASC (2008) to develop and implement appropriate measures of student success in the major.	PLANNING COMM
C4.1 Define (or review and revise) goals and competencies for each major.	ACADEMIC CORE
C4.2. Develop an assessment plan to measure achievement of goals and competencies.	PLANNING COMM/ CURRICULUM-TO-CAREER (C2C)
C4.3. Use results of assessment to make continuous improvements.	ALL
C5. Work across divisions, departments, programs, and centers to support curricular and co-curricular objectives.	C2C/PLANNING COMM
C5.1. Enhance curricular and co-curricular initiatives that draw upon our strengths as an international community.	C2C
C5.2 Enrich curricular offerings through more targeted collaborations with the Five Colleges.	ACADEMIC CORE
C5.3. Enhance curricular and co-curricular initiatives that connect students with alumnae.	C2C/ADMISSION
C6. Consider graduate programs, and ways of anchoring them appropriately in the structure of the curriculum and the faculty.	NEW MARKETS
FACULTY	
F1. Assess and make recommendations on the appropriate number of faculty and number of students, and the appropriate categories of faculty, to meet the College's curricular priorities.	ACADEMIC CORE/PLANNING COMM
F2. Introduce a professional development program for faculty in teaching, learning, and advising.	Dean of Faculty
F2.1 Launch a Teaching and Learning Project.	Dean of Faculty
F2.2 Provide learning opportunities and support to faculty in teaching and advising students from diverse backgrounds (including racial-ethnic, class, and learning backgrounds).	C2C/ADMISSION
F2.3 Develop a comprehensive mentoring program for new faculty members.	Dean of Faculty
F2.4 Support familiarity with and use of emerging teaching, learning, and classroom technologies.	Dean of Faculty, LITS
F3. Create an infrastructure that supports faculty research, scholarship, and artistic production, and that increases Mount Holyoke's success in obtaining external funding.	Dean of Faculty
F3.1 Create a research office.	Dean of Faculty
F4. Evaluate faculty workload in the context of our identity as a research college, including teaching, advising, supervising independent work and student research, committee service, and chairing and other administrative responsibilities.	ACADEMIC CORE

GOAL ONE	TASK FORCE OR PLANNING COMM
F5. Ensure that division, department, and program structures, both disciplinary and interdisciplinary, support identified learning goals.	PLANNING COMM/C2C
F6. Review the existing faculty committee structure and implement changes as deemed appropriate.	
F7. Develop a plan to maintain competitiveness with benchmark colleges in salaries, benefits, and start-up packages, in the context of financial resources, in order to recruit and retain an excellent and diverse faculty.	ACADEMIC CORE
STUDENTS	
S1. Attract a talented and diverse student body committed to excellence in all aspects of their work and lives, and to making a difference in the lives of others.	ADMISSION
S2. Ensure that students admitted to the College will have support structures to achieve Mount Holyoke's learning goals and outcomes.	ADMISSION
S2.1 Assist faculty in improving academic advising, especially pre-major advising.	ADMISSION/C2C
S3. Support the linkage of curriculum and co-curriculum to careers.	C2C
S3.1 Integrate experiential learning into students' academic lives, through such programs as CBL, internships, Nexus, and alumnae mentors.	C2C
S3.2 Adapt or develop where appropriate new curricula and partnerships that open pre-professional pathways built upon Mount Holyoke's liberal arts core.	C2C
S3.3 Strengthen career planning, preparation, and recruiting services for undergraduates and alumnae.	C2C
S3.4 Consider new student employment models that enhance students' education and careers.	C2C
S3.5 Build student-alumnae connections linking curriculum to careers.	C2C
S4. Develop and implement a plan for retention and graduation that sets and achieves institutional goals.	ADMISSION/PLANNING COMM
S4.1 Package for aid over a longer period.	ADMISSION
S4.2 Foster engagement in student organizations and other co-curricular activities.	C2C
S4.3 Fund more internships.	C2C

GOAL TWO

Mount Holyoke College will develop and begin to implement a financial model that is sustainable and achieves the College's goals while continuing to produce a balanced annual operating budget.

GOAL TWO	TASK FORCE OR PLANNING COMM
1. Increase revenue from current sources.	
1.1 Complete current fund-raising campaign.	
1.2 Develop a plan for post-campaign fundraising that supports institutional priorities, including budget relief.	
1.3 Increase annual fund giving by 4% annually and alumnae participation percentages by 1% annually.	
1.4 Evaluate the current tuition pricing and financial aid models and make changes necessary to increase tuition revenue consistent with the College's mission and goals.	ADMISSION
1.4.1 Analyze financial model at various levels of tuition to understand the circumstances under which lowering tuition might improve net tuition revenues	ADMISSION
1.4.2 Evaluate the costs and benefits of gapping financial aid	ADMISSION
1.4.3 Review MHC loans, including loan levels, funding mechanisms, and collectability.	ADMISSION
1.5 Continue efforts to grow the endowment through effective investing strategies, adding unrestricted bequests to invested funds, and spending from endowment at sustainable rates.	
2. Seek new revenue sources.	NEW MARKETS
2.1 Fast track the Complementary Program Development initiative, focusing on programs that have the greatest potential for significant, near-term net revenue production.	NEW MARKETS
2.2 Evaluate the opportunity to appeal to a broader student population by making some alterations in the current curriculum and implementing those that have promise.	C2C
2.3 Perform a comprehensive review of the likely costs and benefits of admitting men to the B.A. program.	NEW MARKETS
3. Identify and implement expense reductions.	
3.1 Focus on collaborations with the others in the Five Colleges that are likely to yield significant cost savings or other efficiencies.	
3.2 Standardize and systematize processes and services on campus to significantly reduce or eliminate exceptions and individualized support.	
3.3 Use technology to support more effective and efficient processes and data-driven decision-making whenever it is cost effective or creates efficiencies.	LITS
3.4 Continue to seek opportunities for further consolidation of services and restructuring both within and across divisions where it will increase cost effectiveness and efficiencies.	
3.5 Review current compensation and benefits plans and their embedded assumptions.	ACADEMIC CORE
3.6 Evaluate opportunities to contract services, or to bring currently contracted services in house, where the result is increased cost effectiveness or efficiencies.	
4. Provide adequate support from the operating budget to preserve and enhance the College's physical and technological assets, reserving debt and gift funding for large improvement projects.	

GOAL TWO	TASK FORCE OR PLANNING COMM
4.1 Over time, increase annual operating budget funding for facilities maintenance and modernization to 1.5% of insured value, and space renovation/program improvement to 0.5% of insured value.	
4.2 Fund technology reserves to the level of the existing five-year plan.	
5. Provide additional funding within the budget to support the college's strategic and emerging needs and to increase flexibility.	

GOAL THREE

Mount Holyoke College will ensure that its policies, practices, and campus culture support the mission and values of the College, and are innovative, responsive to challenge and change, and continuously assessed and improved.

GOAL THREE	TASK FORCE OR PLANNING COMM
1. Reinforce a shared commitment to a diverse and inclusive community of faculty, students, and staff living and learning together in a spirit of openness, understanding, and mutual respect.	PLANNING COMM
1.1 Establish and achieve definitive increases in staff diversity.	
1.2 Develop a comprehensive and collective understanding of the meaning of diversity and inclusion that expands traditional categories of diversity (race and ethnicity, gender, sexual orientation) to include class and rank, disabilities, and first-generation students.	
1.2 Continue to offer opportunities for all members of the campus community to engage in supportive learning experiences where intercultural perspective-taking and effective communication are fostered, and where understanding across differences is explored and strengthened.	
2. Continue to strengthen the College's environmental stewardship and its linkage to environmental education and work to embed the principles and practices of environmental sustainability in campus operations.	PLANNING COMM
3. Create partnerships and collaborations with the local and regional communities.	NEW MARKETS/C2C
4. Create partnerships and collaborations with alumnae.	NEW MARKETS/C2C
5. Foster a campus culture that promotes the health and wellness of community members and the community as a whole.	PLANNING COMM
6. Review recommendations of the Work-Life Commission and enact those consistent with institutional objectives and resources.	
7. Align administrative and service transactions with students with the academic mission of the College.	ADMISSION
8. Simplify and make more accessible the delivery of resources and services to Mount Holyoke users, including application of universal design principles, web self-service, heightened support for mobile applications and social media tools, support for more collaboration tools, and improved user interfaces.	PLANNING COMM
9. Enhance the College's web presence and engagement of key audiences.	ALL
10. Develop, showcase, and preserve unique MHC digital materials.	
11. Ensure that sufficient resources are available to allow staff to succeed and thrive in supporting the College's mission and goals.	
12. Establish an ongoing and rigorous system of institutional planning and research and related assessment.	PLANNING COMM
13. Develop, implement, and continuously monitor a five-year strategic plan with widespread community involvement that integrates with financial planning and budgeting and with facilities planning.	PLANNING COMM
14. Further strengthen the rigor of regulatory compliance by providing additional focused attention and reinforcing the joint responsibility across the campus.	
15. Update and expand the current business continuity plan, and implement plan.	

Presidential Task Forces
A Condensed Version of the SPC's Goals, Sorted by Task Force

Curriculum to Career

1. Support the linkage of curriculum and co-curriculum to careers.
 - Integrate experiential learning into students' academic lives, through such programs as Community-Based Learning, internships, Nexus, and alumnae mentors.
 - Adapt or develop where appropriate new curricula and partnerships that open pre-professional pathways built upon Mount Holyoke's liberal arts core.
 - Strengthen career planning, preparation, and placement services for undergraduates and alumnae.
 - Consider new student employment models that enhance students' education and careers.
 - Draw on alumnae to build student-alumnae connections linking curriculum to careers.
 - Evaluate the college's role in helping students obtain internships.
 - Develop an assessment plan to measure achievement in curriculum to career.
 - Develop alterations in the current curriculum that give us the opportunity to appeal to a broader student population.

New Markets

- Explore new graduate programs.
- Follow work done by Complementary Program Development.
- Consider possibilities for non-traditional students.
- Create partnerships and collaborations with local and regional communities.
- Create partnerships and collaborations with alumnae.
- Explore on-line educational opportunities.
- Consider the advantages and disadvantages of admitting men to the undergraduate program.

Academic Core

1. Examine the role of faculty in the academic program and make recommendations about how to achieve budget reductions while maintaining academic excellence. There are a number of items to be considered.
 - What are the appropriate number of students and faculty?
 - How is the faculty to be divided between tenure-track and non-tenure-track?
 - What is the appropriate compensation for faculty, keeping in mind recruitment, our peer institutions and the overall financial framework?
 - What should be the teaching load for the faculty, both tenure track and non-tenure-track?
 - What are the appropriate majors and minors to offer?
 - Are there any cost savings to be achieved through changes in requirements?
2. Articulate college and department learning goals and assessment of outcomes.
 - Coordinate our response to the NEASC review.

Admission and Retention

1. Evaluate the current tuition pricing and financial aid models and make changes necessary to increase tuition revenue consistent with the College's mission and goals.
 - Evaluate the costs and benefits of gapping financial aid
2. Assist faculty in improving academic advising, especially pre-major advising.
3. Develop and implement a plan for retention and graduation that sets and achieves institutional goals.

VIII. PROCESS

The sixteen members of the Strategic Planning Committee were:

Barbara Baumann '77, Trustee
 Alison Donta-Venman, Director of Institutional Research
 John Grayson, Professor of Religion
 Steve Herman, Senior Advisor to the President
 Hannah Howard, Student, Class of 2012
 Eileen Kraus '60, Alumnae Representative and Former Trustee
 Ruby Maddox-Fisher, Senior Administrative Assistant, Center for the Environment
 Mary Jo Maydew, Vice President for Finance and Administration
 Donal O'Shea, Vice President for Academic Affairs and Dean of Faculty
 Paula Pierce '94, Director of the Equestrian Center
 Cynthia Reed '80, Trustee and President of the Alumnae Association
 Mike Robinson, Professor of Economics
 Jessica Sidman, Associate Professor of Mathematics
 Sally Sutherland, Senior Advisor to the President and Convener of the Committee
 Sarah Tulimat, Student, Class of 2013
 Margaret Wolff '76, Trustee

The student members were selected by the Student Government Association. Staff members were nominated by the Staff Council and selected by the President. Faculty members were nominated by the three standing committees most directly tied to the planning process—the Academic Priorities Committee, the Faculty Conference Committee, and the Planning and Budget Committee—and then elected by the Faculty. Trustees were appointed by the Chair of the Board. Alumnae were appointed by the President. The President appointed the two Vice Presidents, as well as the three staff to the Committee (two Senior Advisers and the Director of Institutional Research).

The Committee met ten times between October and May for a total of 35 hours; subgroups of the Committee met at various points during the year to accomplish specific tasks. The log on the next page places the Committee's meetings in the fuller context of planning discussions throughout the year.

Beginning with its February 26 meeting, President Pasquerella joined and presided over the SPC's work. Beginning with the same meeting, the Chair of the Board, Mary Davis, also joined and helped shape the Committee's deliberations. In late March the SPC met with the Officers (the Vice Presidents, Senior Advisers, and Executive Director of Communications and Marketing), and in May the SPC met with the Task Force chairs and members.

The Committee's work was enormously helped by the many documents produced in recent years by the College, by consultants to the College, by other colleges, and by the sector of higher education nationally and globally. Some of the more important of these documents are posted on the Committee's web site:

http://www.mtholyoke.edu/iplanning/background_reading.html. Other pages on that site have the SPC's earlier interim reports and the membership of the Task Forces.

The Strategic Planning Committee ends its year's work with a sense that we have accomplished much but that strategic planning is not finished. The College has three overarching institutional goals and a shared sense of its challenges, opportunities, and directions. But the specific steps to implement those goals and those directions—especially the strategic turns towards curriculum-to-career and new markets—remain to be fleshed out in the recommendations of the Task Forces and in the divisional plans of Vice Presidents. The work of planning is now carried forward by the Task Forces and Officers under the guidance of the President, the College Planning Committee (a smaller and permanent version of the SPC), and ultimately the Board of Trustees.

We conclude with thanks to members of the Mount Holyoke community on campus and off, for their engagement, their suggestions and feedback, their patience, and their abiding care for this great College's mission and future.

Log of Campus Strategic Planning Presentations, Conversations, and Committee Meetings

2010-2011

Wednesday June 23	Senior Staff
Tuesday August 31	Board of Trustees
Tuesday September 14	Staff Council
Wednesday September 15	Operations Policy Committee
Wednesday September 15	Faculty Meeting
Monday September 20	Faculty Planning and Budget Committee
Friday October 1	Faculty Group 1
Friday October 1	Faculty Group 2
Sunday October 3	Faculty Group 3
Monday October 4	Faculty Group 4
Monday October 4	Faculty Group 5
Tuesday October 5	SGA Senate
Wednesday October 13	Operations Policy Committee
Wednesday October 13	Faculty Group 6
Tuesday October 26	Staff Council Coffee Break
Thursday October 28	Board of Trustees
Saturday October 29	Strategic Planning Committee Meeting 1
Friday November 5	Staff Conversation 1
Friday November 5	Staff Conversation 2
Monday November 8	Staff Conversation 3
Wednesday November 10	OPC Training
Monday November 22	Student Session 1
Monday November 22	Student Session 2
Monday November 22	Strategic Planning Committee Meeting 2
Monday December 3	Student Session 3
Tuesday December 7	Student Session 4
Tuesday December 7	SGA Senate: Discussion led by SPC student members
Sunday December 12	Email to the Community
Monday December 13	Strategic Planning Committee Meeting 3
Wednesday December 22	Strategic Planning Committee Meeting 4
Thursday January 20	Officers Retreat: Divisional Planning
Sunday January 23	Strategic Planning Committee Meeting 5
Monday February 14	Faculty Session 1
Monday February 14	Faculty Session 2
Monday February 21	Faculty Session 3 (junior faculty)
Tuesday February 22	Faculty Session 4
Friday February 25	Board of Trustees
Saturday February 26	Strategic Planning Committee Meeting 6
Monday March 7	Faculty Subgroup of the SPC
Thursday March 31	Strategic Planning Committee Meeting 7 with Officers
Saturday April 16	Strategic Planning Committee Meeting 8
Tuesday April 19	SGA Senate: Discussion led by SPC student members
Thursday May 5	Strategic Planning Committee Meeting 9 with Task Force Chairs
Saturday May 7	Board of Trustees
Thursday May 19	Strategic Planning Committee Meeting 10 with Task Forces
May	Task Forces begin regular meetings