

Spelman



College



SPELMAN COLLEGE STRATEGIC PLAN REPORT

APRIL 17, 2009*

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TABLE OF CONTENTS

EXECUTIVE SUMMARY

MESSAGE FROM THE STRATEGIC PLANNING CO-CHAIRS	1
MESSAGE FROM THE PRESIDENT OF SPELMAN COLLEGE	2
STRATEGIC VISION AND PLAN OVERVIEW	11

STRATEGIC PLAN DETAIL

ENVIRONMENTAL SCAN HIGHLIGHTS	22
STRATEGIC PRIORITIES OVERVIEW	25
Transform the Student and Faculty Experience: The Spelman MILE	26
Strengthen the Academic Core	31
Strengthen the Constituent Core (Best-in-Class Constituents).....	34
Strengthen the Campus Infrastructure and Learning Core	37
Strengthen the Community Core (Community Engagement and Development).....	40
Strengthen the Operational Core (Operational and Organizational Excellence).....	42
Strengthen the Financial Core	44
STRATEGIC MEASURES	46
SUMMARY OF STRATEGIC PRIORITY GOALS, OBJECTIVES AND INITIATIVES	51
SHORT-TERM ACTION ITEMS	65

APPENDIX

69

I. Spelman College Vision	70
II. Six Routes to Excellence	71
III. Institutional Goals Statement of Purpose	73
IV. Interdisciplinary Core Curriculum Learning Outcomes (General Education).....	73
V. Steering Committee Members	74
VI. Priority Team Members.....	75

MESSAGE FROM THE STRATEGIC PLANNING CO-CHAIRS

An introduction by Dr. Johnnella Butler and Dr. Sylvia Bozeman**Overview**

The strategic planning process began in April 2007 when a committee comprised of a broad representation of campus constituents convened to facilitate research and discussions to define Spelman's future. From the outset, the Committee focused on strengthening the core of the College, knowing that Spelman has deep strengths and successes on which to build, as well as committed people who could work together to address the opportunities and challenges.

The Strategic Planning Journey

Our partner and consultant, Matthews Consulting Group, interviewed or surveyed over 900 constituents to gather critical information that was consolidated into an Environmental Scan Report. In January 2008, the Strategic Planning Committee met to review the findings, identify priorities and to develop a vision for Spelman College through 2015. From this comprehensive body of work, priorities emerged in the following areas: Transform the Student and Faculty Experience: The Spelman Mile, Strengthen the Academic Core, Strengthen the Constituent Core¹, Strengthen the Campus Infrastructure and Learning Core, Strengthen the Community Core², Strengthen the Operational Core³, and Strengthen the Financial Core.

Priority teams, led by senior administrators and faculty leaders, convened regularly to craft measurable and actionable plans for each area. Integration, prioritization, and evaluation remained a focus for each of the teams as they worked together to develop a cohesive, measurable plan that will have short- and long-term impact for the College and its constituents.

Concurrent with the work of the Strategic Planning Steering Committee and the Priority teams, two studies were commissioned and their recommendations received. The Art and Science consulting group was hired to conduct a price-positioning study designed to assess the degree of opportunity the College has to generate greater net revenue from tuition, and the Cambridge Consulting Group was hired to assess the technology needs for the campus. The findings from these studies, respectively, were shared with campus constituents through focus groups and the Priority teams for feedback and eventual incorporation into the plan. Through this iterative process, this comprehensive strategic plan has been developed.

We offer many thanks to each and every individual who participated and shared their hopes and aspirations with us during this process to build a better Spelman College.

¹ Originally named Best-in-Class Constituents

² Originally named Community Engagement and Development

³ Originally named Operational and Organizational Excellence

MESSAGE FROM THE PRESIDENT OF SPELMAN COLLEGE

Strengthening the Core: The Spelman College Plan for 2015

An introduction by Dr. Beverly Daniel Tatum

Mission Statement⁴

Spelman College, a historically Black College for women and a global leader in the education of women of African descent, is dedicated to academic excellence in the liberal arts and sciences and the intellectual, creative, ethical and leadership potential of its students. Spelman empowers the whole person to engage the many cultures of the world and inspires a commitment to positive social change.

At the core of our mission statement is the commitment to the intellectual development and personal empowerment that comes from the hallmarks of an excellent liberal arts education – the capacity to think critically, analyze and solve problems, and confidently communicate with others across lines of difference for the benefit of an increasingly interdependent global community. This strategic plan reaffirms our commitment to our mission, and builds upon the momentum of the last strategic planning process by focusing on those elements of the College which are essential building blocks for *sustainable excellence* in the increasingly competitive environment of higher education. Our purpose in the creation and implementation of this plan is **to achieve sustainable excellence by strengthening the core.**

Our longstanding vision of Spelman College as “nothing less than the best” – a world-class educational institution for women built on principles of social justice, educational excellence, and leadership development, anchored in the experience of women of African descent yet welcoming to all – is within our reach. Since 2000, Spelman College has seen more than a 40% growth in applications while maintaining the quality of the applicant pool – almost entirely the result of increased interest from African-American female students. There has been a dramatic increase in national visibility as the result of both faculty and student achievement, and the campus itself has expanded through acquisition of land and the completion of a new residence hall, significantly improving the residential character of the campus by increasing housing capacity. Our technological capacity has also improved each year. With award-winning renovations of three central buildings on the historic Oval (Packard Hall, Rockefeller Hall, and Sisters Chapel), the 2002 dedication of the new state-of-the-art Albro Falconer Manley Science Center, and enhanced landscaping across the campus, Spelman College has never looked more beautiful and inviting. Perhaps most importantly, in the last three years, the division of Academic Affairs has been revitalized with strong leadership from the Provost and the active involvement of the faculty in the challenging and critical work of curriculum review and revision for the 21st century.

⁴ During the strategic planning process, discussions were held with a variety of constituent groups to review and revise the mission statement. The new mission statement was approved by the Board at its October 2009 meeting.

To build on this momentum, we must bring sustained focus to the core of Spelman College, our academic program. We recognize that Millennial students – born into the Information Age and shaped by a global economy – have needs and expectations that are different from previous generations. We must sharpen our focus on the student as a learner, not as a passive recipient of faculty lecture material, but an actively engaged constructor of knowledge whose learning is evident in the intellectual work she produces, the questions she asks, and the problems she can solve. To move from 20th century instruction to 21st century learning, we must transform both the student and faculty experience. That work has already begun and the goal of transforming the student and faculty experience at Spelman College is the essential core of this strategic plan.

This overarching goal is supported by foundational activity clearly articulated in this document. The academic core requires a strong foundation in the general education curriculum. Therefore, we must continue the revision of the general education curriculum to ensure that it is meeting the needs of our current and future students and expand the review and potential revision of our major requirements across the College, recognizing the importance of interdisciplinary study and research inquiry as hallmarks of future knowledge creation. Our curriculum is dependent upon the faculty that shape and deliver it and the staff that support and enhance it, and we must be able to recruit and retain excellent faculty and staff not only through competitive compensation, but also through ongoing opportunities for professional development and growth, preparing the Millennial professor ready for the Millennial student.

We must develop the campus living and learning environment in vital ways to reinforce the goals of the curriculum outside of the classroom, and we must improve our capacity to provide financial aid to our students so they might fully engage with the learning environment, no longer encumbered by too many hours worked off campus and the burden of too much student loan debt. We must expand our campus reach to embrace the wider world, modeling for our students the importance of thinking globally – understanding the world through more international connections – and acting locally through our focused involvement in the development of the surrounding Atlanta community. Further, in the face of global warming and local drought, we must engender environmental awareness and responsibility by increasing our own stewardship by becoming an environmentally sustainable campus. Shared responsibility through effective shared governance is also an essential building block for a sustainable future. Ultimately our desire for and commitment to continuous improvement and a culture of accountability must be manifested at all levels of our institution, and among all of our constituents, if we are to fulfill our greatest potential as an institution.

Evidence of both the desire and the commitment to continuous improvement is apparent in the widespread involvement of faculty, staff, senior administrators, students, parents, alumnae, and trustees in the strategic planning process – beginning with the environmental scan conducted between July and December 2007 and further activated with a two-day strategic planning retreat in January 2008 and subsequent focus group and priority team meetings. Together we have collectively imagined a campus characterized by an energizing and

stimulating atmosphere that is seen, heard, and felt the moment one passes through our beautiful and welcoming entrance, entering into a vibrant campus environment that is reflective of the vision and mission as well as the strength of the people who make it happen, where academic excellence is abundantly evident through connected teaching and learning, and the College is engaged in meaningful community involvement and development as an integral part of the Spelman experience.

In his 2005 monograph, *Good to Great and the Social Sectors*, acclaimed organizational researcher and author Jim Collins writes:

In building a great institution, there is no single defining action, no grand program, no one killer innovation, no solitary lucky break, and no miracle moment. Rather our research showed that it feels like turning a giant, heavy flywheel. Pushing with great effort – days, weeks, and months of work, with almost imperceptible progress – you finally get the flywheel to inch forward. But you don’t stop. You keep pushing, and with persistent effort, you eventually get the flywheel to complete one entire turn. You don’t stop. You keep pushing, and you get two turns...then four... then eight...the flywheel builds momentum... sixteen...you keep pushing...thirty-two...it builds more momentum...a hundred... moving faster with each turn...a thousand...ten thousand... a hundred thousand. Then at some point – breakthrough! Each turn builds upon previous work, compounding your investment of effort. The flywheel flies forward with almost unstoppable momentum. This is how you build greatness. (Collins, 2005, p.23)

These words capture the essence of our charge in *Strengthening the Core: The Spelman College Plan for 2015* – to build upon previous work, compounding our investment of effort, recognizing that our collective success will be the result of continuous, focused attention to our goal of a transformational learning experience characterized by academic excellence, best-in-class constituents, a sustainable campus learning environment, the development of our surrounding community, a culture of providing exemplary experiences for all, understanding that we must continue to identify the financial resources to make it possible. The flywheel is turning – our momentum is building. The future of Spelman College is *great*.

A New Assumption

An assumption of the plan is that Spelman College will function at its best as an institution of 2000 students, rather than its 2007–08 enrollment size of slightly more than 2200. Over a ten-year period, the College grew in size from 1871 (enrollment size in 1998–99) to 2237 (enrollment size in 2007–08). However, the necessary resources (e.g., faculty and staff positions, housing) to support a larger student body did not grow at the same pace. With the addition of faculty, staff, and housing in recent years, we have built an infrastructure capable of supporting 2000 students comfortably. We are now at a point where we must decide to continue to add faculty, and to a lesser degree staff, to support the larger population (and then add office capacity to house the additional personnel) at a significant increase in cost, or meet ourselves halfway, so to speak, by focusing on building our financial resources sufficiently to

support a 2000-student campus, allowing us to gradually relinquish the additional revenue currently provided by the additional 200 students we now have.

Several practical considerations have led to this recommendation. Our current student/faculty ratio is 12:1. Regional competitors offer student/faculty ratios ranging from 7:1 (Emory) to 10:1 (e.g., Agnes Scott and Davidson Colleges). To date, our goal has been to add faculty, but we now have space limitations in addition to salary limitations. Similarly, our newly expanded housing allows us to house only 63% of our student population. At 2000, the percentage improves to 71%. Our largest meeting space on campus, Sisters Chapel, seats approximately 1100. Currently it is not possible to seat both first year and sophomore students together, along with faculty or staff members, as the two combined classes alone exceed 1100. At 2000 students, assuming class sizes of 500 each, programs for first-year and sophomore students can be planned, as well as combined programs for juniors and seniors, and still have room for faculty and staff participants as well.

Our original idea was to gradually reduce enrollment from the 2007–08 high of 2237 to 2000 by the year 2015, offsetting the loss of revenue with both increases in annual fundraising (one of our current campaign goals) and gradual increases in tuition and fees. However, the dramatic 2009 downturn in the economy and the negative impact on our enrollment has accelerated the initial speed of our planned reduction. In 2008–09 our average enrollment is 2111, 39 students below the expected 2150. Based on current economic indicators, we are projecting an enrollment of 2050 for 2009–10.

Proposed Enrollment Goals	
Academic Year	Student Enrollment
2008–09	2,150 (2111 actual)
2009–10	2050
2010–11	2050
2011–12	2050
2012–13	2,050
2013–14	2,025
2014–15	2,000 (holding steady at this size)

We have reduced our operating budget for 2009–10 by approximately \$4.8 million to accommodate the loss of tuition revenue, and other factors related to the state of the U.S. economy (i.e., reduction in endowment income, rising utility costs, weak fundraising environment). We now propose to hold our enrollment at the 2050 level for the next several years, allowing time for economic recovery and endowment growth, and then resume the enrollment reduction process in 2013–14 with the goal of achieving budgetary equilibrium with an enrollment of 2000 in 2014–15. Recognizing that yearly fluctuations in yield may impact this schedule, below is the proposed timeline for the reduction to 2000.

Based on the findings of the Art and Science consulting group regarding our tuition pricing and our position in our target market, we expect to hold our tuition and fee increases to levels commensurate with the cost-of-living index. When we have been able to achieve some of the distinctive goals that are outlined in this strategic plan, we will revisit the question of optimal tuition pricing. We expect that we will have more pricing flexibility once our strategic goals have been achieved.

Diversity at Spelman

At Spelman College, we recognize the value of a diverse community and the learning that comes from being exposed to a range of perspectives and life experiences in and out of the classroom. While we expect our student population to continue to be almost entirely made up of women of African descent (based on current and anticipated future application patterns), we know that there is significant diversity within that population. There is ethnic diversity (African American, Afro-Caribbean, Afro-Hispanic, and African immigrants – with national variation within each of these categories), religious diversity (Christians of all types, Muslims, and Baha'i are among the most common faith traditions represented), geographic diversity (regional as well as rural, urban, and suburban), diversity in sexual orientation, and in physical ability and learning styles. We expect this diversity to continue as part of our national outreach. We also expect to increase our international enrollment as part of our strategic plan as will be discussed later in this document.

Socioeconomic diversity is also an important dimension of our community. The ultimate goal is to keep diversity in balance because when we are out of balance, we risk bringing students to campus who cannot persist and therefore leave with debt and no degree. Currently 40% of our student population is Pell-grant eligible. This percentage (approximately 30% in 2000) has risen steadily over the last eight years, reflecting the growth in college attendance among low-income African American women. Spelman was founded to create educational opportunity for under-served women of African descent (formerly enslaved women) and it is important to our mission to ensure continued access to all sectors of our target community. At the same time, our ability to provide sufficient financial aid to ensure success for high financial need students is limited.

We recognize as well the benefit that comes to all from the opportunity to learn from students across the socioeconomic spectrum and the value to all students in preserving a healthy socioeconomic balance in our population. Given current demographic trends (increasing number of low-income applicants, declining number of upper-income applicants) we have set as a goal the recruitment and admission of at least 20% of each class from applicants without financial need (current percentage is 10%). To achieve this goal it will be necessary to amend our current admission process by using financial aid information (collected on the application form) and keeping track of the socioeconomic distribution, which is a departure from our current practice. This need-sensitive approach should allow us to maintain our current admission standards at the same time that we maintain the socioeconomic diversity of the student community we seek. Embedded in this plan is the recognition that we must continue to improve our capacity to provide financial support for needy students. As we increase our resources through fundraising and steady endowment growth, and reduce the size of our student population, we will see steady improvement in our ability to support our students at Spelman College.⁵

⁵ Detailed financial projections and budget implications are provided in the *Proposed Strategic Initiatives Budget* document prepared by the Office of Business and Financial Affairs.

Transforming the Student and Faculty Experience: Enhancing Liberal Education and Academic Excellence at Spelman College

Spelman had not formally reviewed its curriculum for 17 years until 2006 when the College initiated changes in the curriculum to provide liberal education for the 21st century. With the completion of the Mellon-funded “Transforming Learning: Interdisciplinarity and Connected Learning at Spelman College Project” by 2010, the College will become one that is identifiably “learning driven” through the continuous strengthening of faculty development and faculty engagement and through ongoing enhancement of a rigorous liberal arts curriculum. By 2010, the fundamentals of the new four-year Liberal Education curriculum, the Spelman MILE, will be in place for students, and by 2015, the Spelman MILE should be fully implemented.

Transforming the Student and Faculty Experience also assumes that we will be able to meet the curricular needs for new faculty by selectively adding positions as funding becomes available, and strategically reallocating existing positions as they open up through the natural process of retirements and relocations.

At Spelman, we believe that the achievement of academic excellence is a matter of being exceptionally effective at advancing student learning by providing an integrated curricular and co-curricular experience. That experience, replete with opportunities to engage the students’ imaginative, intellectual, and personal growth through self-authorship, service, and leadership, is fashioned to realize our goal for our students to become free-thinking women. The Spelman free-thinking woman is motivated throughout her life to discover, pursue, challenge, create, and utilize knowledge for self-growth and edification and to serve and improve her local and global communities.

Invested in the ongoing broadening of student learning that is deep and personal, lasting a lifetime, we envision the Spelman graduate to be prepared with skills – communicative, linguistic, analytical, and quantitative – that enable her to analyze the issues of the day and create and implement problem-solving perspectives. Her focus begins with herself but is never limited to herself. She embraces her significance as a citizen of the world.

Our beliefs and goals lead us to re-examine what and how we teach. We intend to introduce our students to an educational experience that is informed by traditional disciplines and their interactions with one another through intentionally encouraging the creative and inspired thinking that results from the exploration of the connections among knowledge, methodology, and theory across disciplines and fields of study. These connections will be encompassed within the design of courses, majors, and minors, but we also want to allow our students to engage the new connections they see through undergraduate research and internships and co-curricular activities connected to the curriculum such as international experiences and service learning. Moreover, we are designing our courses and our experiences in ways that imagine Spelman women already as leaders in the community.

The future promises both challenges and opportunities that require our students to be better prepared to meet the global and technological demands of the new millennium. Corporate employers have indicated in the *LEAP (Liberal Education: America's Promise) Executive Summary: Employers Views on Learning Outcomes and Assessment* (Washington, DC: Association of American Colleges and Universities, 2008) that recent college graduates nationwide lack global and diverse knowledge, perspectives, and awareness as well as geographical and cultural knowledge. In addition, the report emphasizes, they do not demonstrate sufficient writing, critical thinking and quantitative skills – among other competencies and skills – for the teamwork, accessibility to new ideas, and approaches to problem solving that are necessary in today's dynamic job market. Graduate and professional students demonstrate similar insufficiencies. It is therefore imperative that Spelman College continue to invest in new knowledge about learning and teaching in order to strengthen our capacity to prepare the Spelman woman for graduate and professional study and careers. Thus, Spelman will incorporate in its four-year general education plan an integrated leadership focus and developmentally appropriate steps for graduate and professional study and career preparation.

The College has identified three guiding priorities to enhance academic excellence:

1. Creating a more empowering student experience;
2. Re-envisioning the College's mission in the context of the new millennium; and
3. Creating a more effective synergy among teaching, learning, research, and service.

To realize these priorities, we have further identified **Six Routes to Excellence** as we provide the foundation for our students to connect knowledge and reflection in ways that result in action and productive preparation for life beyond Spelman. In this way, Spelman graduates will have the preparation to make the choices to change the world as they enjoy successful careers.

The First Route to Excellence is a rigorous liberal arts and sciences education as the foundation for students' learning and success beyond Spelman. The work toward this goal began with the revision of the curriculum in 2006 and has continued with support from The Mellon Foundation in the "Transforming Teaching and Learning: Interdisciplinarity and Connected Learning at Spelman College Project." It will be realized in the Spelman MILE that includes "high impact learning practices" consistent with those endorsed by the Association of American Colleges and Universities in their publication *High Impact Educational Practices: What They Are, Who Has Access to Them, and Why They Matter* by George Kuh (Washington, DC: AAC&U, 2008).

The Second Route to Excellence is the creation of a more empowering student experience, the Spelman MILE – **My Integrated Learning Experience**, a four-year liberal education curriculum that includes:

- First and Second Year Experiences and Seminars
- Common Intellectual Experiences
- Learning Communities⁶
- Literacies Across the Curriculum
- Collaborative Assignments and Projects
- Undergraduate Research and Internships
- Diversity and Global Learning
- Service Learning, Community-Based Learning
- Leadership Model Emphasizing Different Types of Leadership (i.e., Thought, Ethical, and Service)
- MILEstone Courses and Projects Across the Curriculum
- Institutionalized Steps Toward Graduate and Professional Study and Careers

The Third Route to Excellence is the integration of leadership into curricular and co-curricular activities. We will employ a leadership model that derives from the student’s legacy, current life situation and future goals – all positioning students to become global leaders of leaders, learning to “lead from where you are.”

The Fourth Route to Excellence is the creation of an environment that engages in inquiry, effective pedagogies, student and faculty reflection, self-assessment and experimentation. The SpEl.Folio, Spelman’s version of the e-portfolio, will serve as the primary vehicle for this fourth route to excellence that has identifiable points of inquiry, reflection, assessment, or experimentation in each of the four years.

The Fifth Route to Excellence is the re-affirmation of the College’s commitment to assessment and the delivery of measurable outcomes. This commitment will permeate all units of the College and become embedded in all our processes.

⁶ “In higher education, learning communities are classes that are linked or clustered during an academic term, often around an interdisciplinary theme, that enroll a common cohort of students.” This represents an intentional restructuring of “students’ time, credit, and learning experiences to build community among students, between students and their professors, and among faculty members and disciplines.” (Source: From “Learning Communities,” and, accessed on-line at <http://www.evergreen.edu/washcenter/lcFaq.htm> during March and April 2006). Learning communities provide “opportunities for deeper understanding of and integration of the material they are learning, and more interaction with one another and their [professors] as fellow learners in the learning enterprise.” (Source: F. Gabelnick, J. MacGregor, R. Matthews, and B.L. Smith, Learning Communities: Creating Connections Among Students, Faculty, and Disciplines, San Francisco: Jossey-Bass, 1990, 19, cited by Jodi Laufgraben, “Overview of Learning Communities,” in Learning Communities Fall Handbook, Fall 2005, Temple University, accessed on line at http://www.temple.edu/lc/handbook_fall2005.pdf during March and April 2006).

The Sixth Route to Excellence is the development of the Spelman Millennial Professor. The Spelman Millennial Professor will conceive of teaching as a complex endeavor requiring continual engagement in disciplines, the incorporation of interdisciplinary scholarship, research, creative production and effective pedagogies.

The Spelman MILE has two strategic components: the Empowered Student and the Millennial Professor. We envision the continued identification and adoption of best practices in teaching, learning, technological advances, as well as in scholarship, research, and creative production. Our goal is to transform the student and faculty experience at Spelman College by integrating and connecting curricular and co-curricular experiences to provide students with the intellectual foundation, knowledge, skills, and competencies of a rigorous liberal arts and sciences education. The result will be the Spelman free-thinking woman who exemplifies continued intellectual growth, leadership, success, and service.

STRATEGIC VISION AND PLAN OVERVIEW

The strategic plan has a twofold objective. The first objective is to ***Transform the Student and Faculty Experience*** through a signature program that is distinctive, universal and provides the curricular and co-curricular experiences that ensure the preparation of Spelman graduates for a life of continued intellectual growth, leadership, success and service. The second objective is to ***Strengthen the Core*** by focusing the College's resources and efforts on the essential building blocks that will create sustainable excellence academically and administratively. In order to achieve its vision of being "nothing less than the best," Spelman's leaders and constituents will optimize the assets and strengths of Spelman, as it exists today. Through a sense of shared purpose, collaboration and a commitment to continuous improvement, Spelman and her constituents will simultaneously address its challenges and focus its energy and effort on initiatives that will provide the roadmap for developing its signature program to transform the Spelman experience and focus on the areas needed to provide a strong foundation and a sustainable future. The priorities of the strategic plan are as follows:

Overarching Priority:

- Transform the Student and Faculty Experience: The Spelman MILE

Foundational Priorities:

- Strengthen the Academic Core
- Strengthen the Constituent Core (Best-in-Class Constituents)
- Strengthen the Campus Infrastructure and Learning Core
- Strengthen the Community Core (Community Engagement and Development)
- Strengthen the Operational Core (Operational and Organizational Excellence)
- Strengthen the Financial Core

Achieving the strategic imperatives outlined in this plan not only requires a commitment to a shared vision for the future of the College, but also a mutual understanding of our starting point and current reality. Thus, the subsequent tables summarize examples of the current state of the College and capture the elements of success within each of the priority areas.

The Strategic Plan Detail following the Executive Summary outlines the planning parameters, goals, objectives, and initiatives that form the path to the College's successful achievement of its vision.

Transform the Student and Faculty Experience: The Spelman MILE Goal: <i>To transform the student and faculty experience at Spelman by integrating and connecting curricular and co-curricular experiences to provide students with the intellectual foundation, knowledge, skills, and competencies for continued intellectual growth, leadership, success, and service.</i>		
The Spelman MILE: STUDENT COMPONENT	Spelman Today	Spelman 2015
Rigorous Liberal Arts Education as the foundation for student learning and success beyond Spelman	The current Spelman curriculum engages in each of these identified High Impact Learning Practices at some point in the curriculum. Faculty and departments vary in their emphases and consistency. Intentionality for each practice varies and student experience with each varies as to depth and significance.	<p>High Impact Learning Practices consistent with those described by the Association of American Colleges and Universities (George D. Kuh). <i>High Impact Educational Practices: What They Are, Who Has Access to Them, and Why They Matter</i> (Washington, DC: Association of American Colleges and Universities, 2008):</p> <p>Learning Communities provide the space for juniors and seniors where curricular and co-curricular experiences come together to augment student learning (internships, international experiences, service learning, subject-specific/themed experiences, etc.).</p> <p>Collaborative Assignments and Projects are an integral part of teaching and learning across the curriculum and are used in the curricular and co-curricular experience to develop team skills, and to put in the foreground connected and collaborative learning, guided by shared institutional outcomes. It is ensured through the partnership of the LEADS Center and Academic Affairs (faculty and deans) to develop intentional experiences to connect learning and service to ground the leadership development of the Spelman woman.</p>

Transform the Student and Faculty Experience: The Spelman MILE <i>Goal: To transform the student and faculty experience at Spelman by integrating and connecting curricular and co-curricular experiences to provide students with the intellectual foundation, knowledge, skills, and competencies for continued intellectual growth, leadership, success, and service.</i>		
The Spelman MILE: STUDENT COMPONENT	Spelman Today	Spelman 2015
Rigorous Liberal Arts Education as the foundation for student learning and success beyond Spelman. (continued)	Faculty and individual departmental approaches to develop and integrate literacies across the curriculum result in inconsistently developed modes of teaching and learning.	<p><i>Literacies across the Curriculum (writing, quantitative, visual, digital, etc.)</i> – Students demonstrate skills in the various literacies necessary to enhance their learning and compete successfully in a global environment. Faculty possess the skills to teach literacies across the curriculum, resulting in multi-modal teaching and learning that encourages in students the flexibility and innovation needed in the rapidly changing local, global, and technological world environment.</p> <p><i>MILEstone/Capstone Courses and Projects</i> are institutionalized across all majors and departments with shared institutional learning outcomes and specific departmental/major/minor learning outcomes.</p>

Transform the Student and Faculty Experience: The Spelman MILE <i>Goal: To transform the student and faculty experience at Spelman by integrating and connecting curricular and co-curricular experiences to provide students with the intellectual foundation, knowledge, skills, and competencies for continued intellectual growth, leadership, success, and service.</i>		
The Spelman MILE: STUDENT COMPONENT	Spelman Today	Spelman 2015
Internationalization Across the Curriculum	The international/global experience at Spelman is present, but not at the level expected of a Best-in-Class college.	Every student participates in a curricular and/or co-curricular experience abroad that provides a learning experience that expands their conceptualization of the global community and their interactions with the international/global. <ul style="list-style-type: none"> • A comprehensive and inclusive program supporting the matriculation of more international students • An increase in living/learning experiences with a global focus • An increase in global perspectives in the curriculum
Enhanced Teaching and Learning through Technology	The use of technology in the classroom and in assignments is currently random, based on particular faculty proclivity and expertise.	Increased use of technology and digital pedagogy in the classroom, to support multi-modal learning and to encourage in students' creative intellectual expression in fulfilling their assignments.
Career and Graduate/Professional School Preparation	Career and graduate/professional school preparation (i.e., internships, undergraduate research and advising) is not fully integrated to provide to all students the guidance that is needed to ensure success after Spelman. Approximately 30% of students participate in major research projects.	100% student participation in either an undergraduate research project and/or an internship that is integrated with and connected to their curricular experience with their goals beyond Spelman.

Transform the Student and Faculty Experience: The Spelman MILE <i>Goal: To transform the student and faculty experience at Spelman by integrating and connecting curricular and co-curricular experiences to provide students with the intellectual foundation, knowledge, skills, and competencies for continued intellectual growth, leadership, success, and service.</i>		
The Spelman MILE: STUDENT COMPONENT	Spelman Today	Spelman 2015
Advising and Mentoring	<p>Intended outcomes for advising vary across the campus; First Year Experience advising piloted 2008–2009; problem of too much self-advising without process in place that requires approval of advisor before registration.</p> <p>Informal and partially institutionalized mentor/mentee relationships exist between students and alumnae mentors.</p>	<p>Advising and alumnae mentoring is coordinated through a program co-facilitated by the College Relations Office, Career Development and Planning Office, and the Undergraduate Studies Office to ensure a cohesive approach to supporting the individual student in identifying and connecting her goals at Spelman and for life beyond Spelman. Every student participates in a formally structured alumnae mentoring experience.</p>
Leadership Development/Spelman MILE Leadership Plan for Each Student	<p>Leadership is variously defined and integrated with a particular emphasis on activities and programs in LEADS and the Women’s Center.</p>	<p>Beginning with the First Year Experience, each student develops a Leadership Plan that is developed as part of SpEl.Folio to ensure a reflective and cohesive approach to her academic and professional development.</p> <p>Each student’s Leadership Plan is incorporated into the Spelman MILE, providing intentionally integrated foci on leadership development during each of the four years of a student’s experience at Spelman. The Plan is informed and coordinated by representation from LEADS, the Women’s Center, Academic Affairs (faculty and deans) and Student Affairs.</p> <p>The integrated leadership focus is intended to involve every student, every year, in multiple ways.</p>

Transform the Student and Faculty Experience: The Spelman MILE <i>Goal: To transform the student and faculty experience at Spelman by integrating and connecting curricular and co-curricular experiences to provide students with the intellectual foundation, knowledge, skills, and competencies for continued intellectual growth, leadership, success, and service.</i>		
The Spelman MILE: MILLENNIAL PROFESSOR	Spelman Today	Spelman 2015
Faculty Development	Limited but impressive faculty development opportunities.	Comprehensive Faculty Development Program connected to faculty initiatives grounded in curriculum and scholarship, research, and creative production development that prepares faculty to intellectually and pedagogically engage the student and advance learning in a competitive, global environment.
Teaching Research and Resource Center	Teaching Research and Resource Center is in the preliminary stages to support the current transformational efforts.	In collaboration with the Provost Office, the Teaching Research and Resource Center provides the resources for the College and faculty to support the continued long-term development of the faculty.
Literacies (writing, quantitative, visual, digital, etc.)	Individual faculty and departmental approaches to develop and integrate literacies across the curriculum result in inconsistently developed modes of teaching and learning.	Faculty and departments continually develop and demonstrate the skills to enhance literacies across the curriculum, guided by shared institutional outcomes and resulting in multi-modal teaching and learning.
Enhanced Teaching and Learning through Technology	Technology is used to support teaching and learning initiatives by many faculty.	At least 50% of the faculty will demonstrate expertise in digital pedagogy with clear articulations of the desired outcomes related to the specific medium.

Strengthen the Academic Core		
<i>Goal: To strengthen Academic Affairs by completing the General Education transformation, as this will provide the foundation for transforming the student and faculty experience.</i>		
Component	Spelman Today	Spelman 2015
General Education Curriculum Transformation	<p>General education curriculum transformation began spring 2006, to culminate in the establishment of key components by 2010 with the completion of the Mellon Transforming Learning Project. Housed in the Teaching Research and Resource Center, the General Education transformation involves faculty and curriculum development to restructure the curriculum in order to integrate interdisciplinarity, connected, integrated, and student-centered learning throughout a four-year general education program: developing a new general education structure and requirements; revising African Diaspora and the World; developing First and Second Year Experiences; revising English 103 (Composition); and developing quantitative literacy focus in the curriculum. Revision of advising has also begun.</p>	<p>Signature interdisciplinary general education curriculum (the Spelman MILE) across the four years explicitly connected to the major with SpEl.Folio as the primary vehicle, and an identifiable individualized leadership component and international experience opportunities for each student. The explicit collaboration between Student Affairs and Academic Affairs is evident in collaborative planning and shared programming.</p>

Strengthen the Constituent Core (Best-in-Class Constituents) <i>Goal: To ensure that policies, procedures, and practices are in place to support the goals and mission of the College and are designed to identify, engage, recruit, and retain a "best-in-class" community of students, faculty, administration/staff, alumnae, parents, trustees, and friends of the College.</i>		
Component	Spelman Today	Spelman 2015
Compensation and Benefits	There are prevailing concerns related to the recruitment and retention of talented faculty and staff. There is also an impact on campus morale due to compensation, benefits, and other programs not considered effective in maintaining morale or attractive enough to retain a higher percentage of current employees and/or recruit more talented applicants in an increasingly competitive job market.	The College offers very competitive compensation and benefit plans that attract the best faculty and staff in a highly competitive job market, and result in a 95% retention rate of its current talented faculty and staff. The College offers morale boosting programs that result in an 80% satisfaction rating from surveyed employees.
Meaningful Alumnae Engagement	Opportunities for alumnae to have meaningful engagement with current and prospective students are neither centralized nor well publicized.	A well-developed alumnae network and mentoring process (developed with College Relations, Career Development and Planning, and the Undergraduate Studies Offices) exists that connects alumnae with current and prospective students.
Exemplary Experiences	The definition and goal of exemplary experiences and delivery by various college constituents is inconsistent and sometimes unrealized.	A campus-wide standard for exemplary experiences is in place with a tool to measure effectiveness and a system to hold the community accountable.
Professional Development	Morale among “best-in-class” constituents reflects a need for support, growth opportunities, engagement and connection with the mission of the College.	Programs and facilities to support/provide professional development exist as appropriate for faculty, staff, and students to contribute to the recruitment/retention efforts.

<p style="text-align: center;">Strengthen Campus Infrastructure and Learning Core</p> <p style="text-align: center;"><i>Goal: To expand and improve the physical campus, technology infrastructure, and residential programs in order to facilitate a seamless living and learning environment with (a) increased focus on environmental responsibility, (b) increased student engagement and student-faculty interactions, and (c) increased student achievement and overall satisfaction with the collegiate experience.</i></p>		
Component	Spelman Today	Spelman 2015
Physical Campus/Spaces	<p>Six residence halls without air-conditioning.</p> <p>Campus entry is not always perceived as welcoming.</p> <p>Limited public spaces for on-campus study and meetings.</p>	<p>Three more residence halls completely renovated with air-conditioning.</p> <p>Campus entry is welcoming.</p> <p>Residence halls with meeting spaces, 24-hour study spaces and smart technology.</p>
Residence-based Thematic Learning	<p>Small percentage of students involved in residence-based thematic learning programs.</p>	<p>Thematic living/learning programs in all first-year residence halls by 2010; in 80% of remaining by 2015 through collaboration between Student Affairs and Academic Affairs.</p>
Technology Infrastructure and Support	<p>Inconsistent communication and coordination of technology to support academic functions.</p> <p>Limited access to technology in public spaces.</p>	<p>Technology infrastructure, systems, process and support exist to ensure faculty, students and staff have reliable, robust and secure access to technology. Universal access to technology (i.e., wireless technology across the campus).</p>
Sustainability	<p>Early stages of efficient waste, water, and energy resource management; focus on environmentally friendly products and processes.</p>	<p>Spelman is a model for reducing its impact on the environment – evidence appears in scholarship, curriculum, community education, and partnerships; focus on alternative transportation.</p>

Strengthen the Community Core (Community Engagement and Development) <i>Goal: To create and implement a community engagement and development program model for students, faculty, staff, alumnae, and neighborhood residents through collaborative partnerships. The program model will focus on a broad range of community interests, including education, health, economic development, and environmental sustainability.</i>		
Component	Spelman Today	Spelman 2015
Community Partnership Involvement	Lack of a college-wide model for collaborative partnerships and community involvement.	A comprehensive community engagement and development model that measures the impact of its efforts on policies, services and systems in neighboring communities.
Service Learning	Community initiatives and student learning activities are decentralized; more assessment of effectiveness and student learning outcomes needed.	A centralized network with clear, defined, measurable outcomes for community engagement activities and student-learning experiences through collaboration among Community Relations, Student Affairs, and Academic Affairs.
Strengthen the Operational Core (Operational and Organizational Excellence) <i>Goal: To ensure that the College continuously improves all aspects of its organizational and operational processes and systems by creating an environment where each person understands and appreciates her/his own role, the role of others, and their interdependence in relation to the overall mission of the College through improved communication; to ensure that each person is committed to and accountable for performing her/his responsibilities with the highest standards of excellence.</i>		
Component	Spelman Today	Spelman 2015
Standards of Excellence	Difficulties in completing administrative tasks across campus due to ineffective communication and lack of accountability in multi-office interactions.	Standards of Excellence in place that promote accountability and enhance service quality.
Shared Governance	Current shared governance structure does not include all constituents and is currently under review to improve its effectiveness.	Framework exists that allows all constituents to participate in a cohesive shared governance structure that improves Spelman’s ability to deliver its mission.

Strengthen the Operational Core (Operational and Organizational Excellence)

Goal: To ensure that the College continuously improves all aspects of its organizational and operational processes and systems by creating an environment where each person understands and appreciates her/his own role, the role of others, and their interdependence in relation to the overall mission of the College through improved communication; to ensure that each person is committed to and accountable for performing her/his responsibilities with the highest standards of excellence.

Component	Spelman Today	Spelman 2015
Communication	Campus communication efforts lack coordination, resulting in inefficiency across constituent groups.	Improved communications ensuring that all constituents have timely access to the information needed to perform their functions at the highest level, e.g., Master Calendar and enhanced Web site.
Web Redesign/Reorganization	Few departments have the capability to maintain content areas on www.spelman.edu.	Departments have the tools and capability to maintain content areas on www.spelman.edu. A Web site that continues to reflect the Spelman College brand, emphasizing the unique academic and student life experience offered here.

Strengthen the Financial Core

Goal: To obtain sufficient resources to meet the strategic needs of the College

Component	Spelman Today	Spelman 2015
Comprehensive Campaign	The College is in the silent phase of a comprehensive campaign.	The College plans to raise at least \$130–175 million in this comprehensive campaign.
College’s Endowment	The current value of the College’s endowment is \$276 million (as of 12/31/08).	By the end of 2015, the endowment is projected to be \$400 million.
Private, Federal and State Grants	The College currently receives support of its budget from private grants, and federal and local governmental agencies.	There is a comprehensive approach for soliciting private, federal, and state funds in support of College initiatives through the integrated efforts of Institutional Advancement and the Office of Sponsored Programs.
Tuition, Fees and Room and Board Revenue	The cost to attend Spelman College is \$20,281 (tuition and fees); additional room and board is approximately \$10,000.	Tuition, fees, and room and board pricing will be aligned with optimum pricing model to more fully support program initiatives and the College.

ENVIRONMENTAL SCAN HIGHLIGHTS

Environmental Scan Objectives

The first key activity in the planning process was to conduct a comprehensive environmental scan. The objective of the environmental scan activities was to solicit input from a broad spectrum of community constituents related to a variety of strategic trends and issues. The information gathered during the scan provided Spelman's leadership with critical information about the vision and strategic priorities for the 2015 strategic plan.

Matthews Consulting Group, LLC gathered feedback from both internal and external constituents of Spelman College and employed a variety of quantitative and qualitative information-gathering techniques, including one-on-one interviews, focus groups (up to 15 participants), workshops (15 or more participants), an electronic survey, and a mail survey. In total, over 900 individuals participated in the environmental scan activities.

Mission

Overwhelmingly, all constituents felt that the current mission is relevant and directionally correct. However, participants also shared that the statement is seen by some as generic and uninspiring, and it does not state that the Spelman woman is already excellent. Additionally, most indicated that the statement lacks a "unique hallmark" and should more effectively differentiate and/or articulate Spelman's uniqueness. Many participants also expressed concern that the language of the mission statement is passive in voice. During the strategic planning process, additional input was solicited about the wording of the mission statement. With input from a variety of constituent groups (faculty, students, staff, alumnae, and trustees), several draft statements were developed. The faculty will continue to discuss revisions to the current mission statement in the upcoming semester.

SWOT Analysis

An analysis of internal strengths and weaknesses and external opportunities and threats (SWOT) was conducted to identify what to sustain or improve within the College and what external factors influence organizational success.

Strengths

Participants identified Spelman's longstanding tradition for academic excellence as its greatest strength, along with the top-notch, culturally diverse faculty who are instrumental in preparing students for graduation and post-graduation. Spelman is also recognized for its legacy in developing and empowering Black women and this not only promotes admiration from the College's alumnae and friends but it confirms for many that attending Spelman College is a unique opportunity to develop academically and personally. Finally, those who participated in the environmental scan process also expressed a strong sense of connectedness and loyalty for the College.

Weaknesses

Overwhelmingly, constituents identified the lack of financial resources (as compared to other liberal arts and/or women colleges) as the key weakness of the College. Although it was acknowledged that Spelman is fiscally sound and its endowment is the highest of any HBCU, many were quick to make comparisons to similar institutions of Spelman's academic caliber. The need for financial resources to attract and retain highly qualified faculty, to enhance facilities and the campus environment, and to provide support to the academic program (e.g., labs and technology) were the concerns most often expressed.

Several key areas identified for improvement also included streamlining and improving the efficiency of administrative processes and systems, improving internal communication, focusing on evaluation and assessment to support decision-making and process improvement, as well as strengthening both faculty and staff governance. It was also acknowledged that there is a need to create a culture of greater accountability to support the creation of high-quality experiences and meaningful engagement for all constituents. Creating consistent opportunities for meaningful engagement and signature experiences will ensure that key constituencies stay connected and supportive of the College today and in the future.

Opportunities

Spelman has not undergone a comprehensive curriculum review for at least seventeen years; however, there have been significant revisions to the curriculum to prepare students to meet the changing demands of careers and graduate and professional schools. Currently, Academic Affairs is going through a comprehensive curriculum transformation that provides the opportunity to rethink and recast student-learning outcomes, realign and restructure the general core curriculum with those outcomes, and thereby provide an education unique to

Spelman and complementary to its legacy and mission as a historically Black women's liberal arts college.

With a transformed curriculum as a strong base, Spelman can continue to position itself for new and innovative partnerships with other academic institutions, corporate entities and community organizations. Additionally, the upcoming capital campaign provides tremendous opportunities to strengthen Spelman's financial resources and engage parents, alumnae, and friends of the College in new and meaningful ways

Threats

One of the biggest threats identified is the fact that competition for bright, well-rounded students continues to intensify among colleges and universities and Spelman must stay focused on increasing its competitiveness. The issue of competitiveness is often linked to (1) the escalating cost of a college education, (2) Spelman's ability to provide financial support to students at a rate comparable to other schools, and (3) the expectations of potential parents and students related to security, amenities, and the surrounding community.

Other threats to be considered include overcoming the common misconceptions associated with the value of the educational experience one receives at liberal arts colleges, historically Black colleges, and/or a women's college.

STRATEGIC PRIORITIES OVERVIEW

During the strategic planning retreat, participants shared ideas and insights relating to their vision for Spelman College. At a high level, the vision for Spelman College is to create a vibrant learning environment and infrastructure to facilitate connected learning, stimulating interactions, and the development of the “whole person.” Teaching and learning will be authentic, interdisciplinary, globally focused and applicable. Spelman College will be infused with energy, a sense of service, compassion, kindness, action, respect, and collaboration. The key constituents – students; faculty, staff, and administrators; the Board of Trustees; alumnae; parents; friends of the College; and the community at large – share a spirit of lifelong learning, leadership, and service that strengthens not only the college experience for students, but also positively affects the life of anyone who comes into contact with someone connected to Spelman.

To achieve this vision, strategic priorities were identified as the key areas of focus for the 2010–2015 strategic plan:

Overarching Priority:

- Transform the Student and Faculty Experience: The Spelman MILE

Foundational Priorities:

- Strengthen the Academic Core
- Strengthen the Constituent Core (Best-in-Class Constituents)
- Strengthen the Campus Infrastructure and Learning Core
- Strengthen the Community Core (Community Engagement and Development)
- Strengthen the Operational Core (Operational and Organizational Excellence)
- Strengthen the Financial Core

During the planning process, priority teams⁷ were chartered and strategic action plans were developed for the priority areas. The following report summarizes the vision, goal, planning parameters, objectives, initiatives, and outcomes for each of the priority areas.

⁷ Please refer to the Appendix on page 78 for a complete listing of the Priority Team members.

TRANSFORM THE STUDENT AND FACULTY EXPERIENCE: THE SPELMAN MILE

Overview and Vision

Through the successful implementation of the strategic plan, teaching and learning at Spelman will be authentic, project-based, connected, and interdisciplinary. Students will engage in a rigorous liberal education that provides learning experiences within the context of intellectual growth and development, self-discovery, “whole person” development, a focus on graduate/professional study and career development, and a lifelong learning orientation. Undergraduate research projects and/or internships will be critical components of the learning experience. Traditional and foundational studies as well as globally focused courses and opportunities will intend to develop citizens who can effectively compete in the global cultures and economies. Spelman will increase its leadership in research, teaching, and service, and in its focus on women of the African Diaspora. Faculty will shape the signature learning experiences through a comprehensive four-year Liberal Education program – the Spelman MILE – to provide students with a solid foundation that allows her to identify opportunities for continuous improvement and growth.

The depth and breadth of the liberal arts and sciences experience at Spelman prepare our students to succeed and lead in the future, whether their interests lie in graduate or professional education or in career, professional and/or civic arenas.

Achieving this vision for creating signature learning experiences for our students will depend on the College’s capacity to provide long-term, operational budget support for initiatives, and the alignment and commitment of faculty, administrators, and staff to execute the initiatives, evaluate success, and continuously improve. The Provost Council, undergraduate deans and the Teaching Research and Resource Center must commit to establishing initiatives, following up on their execution, and evaluating their success or failure. Department and program chairs and directors must commit to implementing the initiatives within units, and faculty must support the initiatives as integral to the mission of the College.

Transform the Student and Faculty Experience: The Spelman MILE Goal and Planning Parameters

The overarching goal of this priority is:

To transform the student and faculty experience at Spelman by integrating and connecting curricular and co-curricular experiences to provide students with the intellectual foundation, knowledge, skills, and competencies for continued intellectual growth, leadership, success, and service.

The following planning parameters frame the strategic action plan for the Transform the Student and Faculty Experience: The Spelman MILE priority:

- A reinvigorated, rigorous Spelman liberal arts education based on High Impact Learning Practices (listed in the Executive Summary) will be the foundation for student learning and success beyond Spelman College.
- The Spelman MILE will be a distinct signature program, characterized by an integrated learning experience for every student.
- The Spelman MILE will provide synergistic intellectual and experiential learning across the four years, with consistent MILEstones for each student.
- The Spelman MILE will ensure that all students have an undergraduate research or internship experience before graduating.
- The Spelman MILE will provide every student with the opportunity to participate in a curricular and/or co-curricular experience abroad that provides a learning experience that expands her conceptualization of the global community and her interactions with the international/global.
- Guided by an individualized Leadership Plan developed as part of the advising and mentoring process, The Spelman MILE will provide a variety of opportunities to develop and demonstrate leadership competencies (i.e., leadership will be woven into each student's experience throughout her four years).
- The Spelman MILE will provide every student with the opportunity to participate in an alumnae mentoring experience.
- The Spelman MILE, as an integrated program, requires collaboration among Academic Affairs, Student Affairs, Career Planning and Development, Alumnae Affairs, and support from all units on campus.
- Reflection, evaluation, and assessment will become a characteristic of the Spelman environment for students, faculty and staff in order to (1) realize the transformation of the student and faculty experience at Spelman and (2) track accomplishments and results (i.e., what we have done, how we have done it, and to what effect – all toward the end of academic excellence).

In addition, the Six Routes to Excellence⁸, as outlined earlier in the Message from the President, provide a framework for this priority and reflect the parameters listed above.

⁸Please refer to the Appendix on page 71 for a summary of the Six Routes to Excellence.

Transform the Student and Faculty Experience: The Spelman MILE Objectives and Initiatives

Student Components

Objective 1: Institutionalize College-Wide Undergraduate Research/Internship Program across all majors and departments with shared institutional learning outcomes and specific departmental/major/minor learning outcomes.

- *Strategic Initiative 1:* Ensure that 100% of students participate in a College-wide senior capstone project (preceded by a preparatory course junior year).
- *Strategic Initiative 2:* Ensure that all students have an undergraduate research or internship experience before graduating.

Objective 2: Ensure all students gain a global perspective and have experiences that enhance global awareness by (1) recruiting more students that are international; (2) ensuring that every student participates in a curricular and/or co-curricular global experience abroad; and (3) engaging students intellectually in global consciousness in the curriculum.

- *Strategic Initiative 1:* Ensure Dean of International Initiatives is in place to lead the internationalization of the curriculum and co-curriculum by fall 2010.
- *Strategic Initiative 2:* Increase opportunities for all students to participate in global experiences as part of curricular and/or co-curricular activities.
- *Strategic Initiative 3:* Increase numbers of international students matriculating at Spelman.

Objective 3: Through the development and implementation of an individualized Spelman MILE Leadership Plan, intentionally integrate leadership development activities into each year of a student's experience at Spelman.

- *Strategic Initiative 1:* Through collaboration of the faculty, the Women's Research and Resource Center, and LEADS, identify and define the components of a Spelman Leadership Plan and incorporate into the Spelman MILE.
- *Strategic Initiative 2:* Through the advising process, develop an individualized Leadership Plan for each student with identifiable components for each year of a student's experience at Spelman.

Objective 4: Create an integrated program focused on mentoring, career planning, and graduate/professional school preparation to support preparation for life beyond Spelman.

- *Strategic Initiative 1:* Through collaboration of faculty advising, the Career Planning and Development Office, the Undergraduate Deans Office, and the Alumnae Affairs Office, develop a cohesive alumnae mentoring experience that contributes to the delivery of a holistic liberal arts education.
- *Strategic Initiative 2:* Integrate the alumnae mentoring program with faculty pre-major and major advising to create a seamless development opportunity for each student.

Objective 5: Enhance the advising process to ensure a cohesive approach to support every student in identifying and connecting her Spelman goals with her aspirations for life beyond Spelman.

- *Strategic Initiative 1:* Develop an advising program that promotes the development of student-centered/faculty-guided curricular and co-curricular experiences to prepare every student for a life of success, leadership, and service.
- *Strategic Initiative 2:* Institutionalize an advising program with distinct components each of the four years through the utilization of the Degree Works program.

Objective 6: Teach literacies across the curriculum (writing, quantitative, visual, digital, etc.) to ensure students are able to demonstrate the skills necessary to enhance their learning and compete successfully in a global environment.

- *Strategic Initiative 1:* Building on the years of success in the Comprehensive Writing Center, reinvigorate writing across the curriculum with general education outcomes and departmental outcomes identified in the context of the needs of the Empowered Student and the pedagogical preparation of the Millennial Professor.
- *Strategic Initiative 2:* Building on the work of the faculty fellows funded by the Mellon Transforming Learning grant, develop quantitative literacy components so that they can be engaged by each student and mapped throughout each of the four years.
- *Strategic Initiative 3:* Include visual and digital literacies in the curriculum so that they can be engaged by each student and mapped throughout each of the four years.

Objective 7: Support the integration of technology and emerging technology-learning methods across curricular and co-curricular experiences to enhance teaching and learning for all students.⁹

- *Strategic Initiative 1:* Create a Digital Media Initiative as a part of the Teaching Resource and Research Center to create a more robust learning environment.

Objective 8: Create a learning environment where community engagement and service learning is incorporated in the Spelman MILE experience.

- *Strategic Initiative 1:* Implement applications of academic disciplines and student service initiatives in community settings through collaboration between Academic Affairs and Student Affairs.
- *Strategic Initiative 2:* Make national and global connections to local community issues in the curriculum and the co-curriculum.

⁹ Detailed information about Technology Objectives and Strategic Initiatives are available in the Spelman College Information Technology Strategic Plan (2009–2012).

Millennial Professor Components

Objective 1: Create a comprehensive Faculty Development Program grounded in curriculum and scholarship, research, and creative production development that prepares faculty to engage the student intellectually and pedagogically and advance learning in a competitive global environment.

- *Strategic Initiative 1:* Recruit and retain talented faculty who are valued, engaged and well-supported in efforts to achieve excellence in teaching and scholarship.
- *Strategic Initiative 2:* Develop a comprehensive Faculty Development Program for Spelman College that supports and maintains faculty interest in and enhancement of teaching, research, and service as synergistic entities informing one another.
- *Strategic Initiative 3:* Develop self- and peer-evaluation systems on teaching effectiveness for faculty; review and continuously improve student evaluation forms and processes.
- *Strategic Initiative 4:* Supplement existing Presidential Awards by increasing opportunities for peer recognition of excellence in teaching.

Objective 2: Support the integration of technology and emerging technology-learning methods to ensure faculty are able to demonstrate expertise in digital pedagogy with clear articulations of the desired outcomes related to the specific medium¹⁰.

- *Strategic Initiative 1:* Create policy and procedures that provide guidance for the usage of technology integration into the curriculum.
- *Strategic Initiative 2:* Deliver a vehicle (virtual or physical) for faculty to create and share technology projects.

¹⁰ Detailed information about Technology Objectives and Strategic Initiatives are available in the Spelman College Information Technology Strategic Plan (2009–2012).

STRENGTHEN THE ACADEMIC CORE¹¹**Overview and Vision**

In January 2008, as part of the transformation of the Spelman College curriculum and in response to a Board directive to provide measurable indicators of academic excellence, the Faculty Affairs and Educational Policy Committee of the Spelman College Board of Trustees met to identify indicators of Academic Excellence. This work resulted in the following indicators that serve as a vision for this priority:¹²

1. Begin with students of exceptional potential
2. Create a shared vision and commitment to explicit learning goals supported by operational excellence (i.e., re-center on learning)
3. Provide an exceptional first-year experience
4. Ensure a signature liberal education experience
5. Ensure that senior-year students demonstrate the capability to integrate and apply knowledge (i.e., require culminating performances)
6. Ensure a productive and engaged faculty

As the faculty continued to work on the general education during the summer and fall of 2008, and as they further discussed the findings in the Art and Science Group Report during the January 2009 Faculty Institute, the fact that these indicators are critical elements for the general education transformation at Spelman College was reinforced. The **Six Routes to Excellence**¹³ that emerged from the faculty's work reflect these indicators more specifically to Spelman and provide a framework for the Strengthen the Academic Core priority and its vision.

With the completion of the Mellon-funded curriculum transformation project "Transforming Learning: Interdisciplinarity and Connected Learning at Spelman College" by 2010, and by the strengthening of faculty development and faculty engagement, the culture of Spelman College will be one that is identifiably "learning driven." To accomplish this goal and sustain the transformative direction established in this strategic plan, additional elements of the Strengthen the Academic Core vision include:

¹¹ Please refer to the Appendix on page 73 for an overview of the Institutional Goals Statement of Purpose and the Interdisciplinary Core Curriculum Learning Outcomes (General Education).

¹² All of the indicators have been incorporated into the first two priorities of the strategic plan: Transform the Student and Faculty Experience and/or Strengthen the Academic Core.

¹³ Please refer to the Appendix on page 71 for a summary of the Six Routes to Excellence.

Defining excellence in a way particular to the institution.

- Using performance-based assessment along with other types of assessment (NSSE, standard tests, etc.).
- Continuing to identify clear, explicit, and widely shared student learning outcomes throughout the curriculum
- Focusing on teaching that results in students developing the habits, skills, and inquiry-based knowledge that promote lifelong learning.
- Maintaining alignment of student learning outcomes with the institution's mission and goals.
- Regularly revisiting and strengthening the College's commitment to continually improving undergraduate education.

Strengthen the Academic Core Goal and Planning Parameters

The overarching goal of this priority is:

To strengthen Academic Affairs by completing the General Education transformation, as this will provide the foundation for transforming the student and faculty experience.

To achieve this goal, Spelman will focus its strategic efforts and execution in three critical areas: (1) the Teaching Research and Resource Center, (2) the Student Success Center, and (3) the reinvigoration and reimagining of assessment.

The following planning parameters frame the strategic action plan for the Strengthen the Academic Core priority:

- Spelman College will remain primarily a teaching institution.
- Spelman College will build on the College's commitment to undergraduate research and internships connected to academic goals of students.
- Spelman College will enhance its advising and mentoring of students to ensure their intellectual growth and development for successful life beyond Spelman.
- Spelman College will continue to enhance faculty teaching, research, and creative expression as they fulfill the mission of the College.

Strengthen the Academic Core Objectives and Initiatives

The **Spelman College Teaching Research and Resource Center** was established in the fall of 2008 to support the continued, long-term development of the faculty to meet the demands of 21st century teaching and learning. It assists faculty in integrating their teaching and research in ways that enhance the learning experience of the Spelman student as well as faculty pedagogy and curriculum development to support the rigorous integrated liberal arts experience of the Spelman MILE.

Objective 1: Support and further enhance the Teaching Research and Resource Center.

- *Strategic Initiative 1:* Seek outside grant support for initiatives in the Teaching Research and Resource Center.
- *Strategic Initiative 2:* Structure programs in the Teaching Research and Resource Center to promote new teaching strategies that enhance student learning outcomes and prepare faculty to include writing across the curriculum, as well as quantitative, visual, and digital literacies.
- *Strategic Initiative 3:* Focus faculty and curriculum development on interdisciplinarity, connected learning (e.g., internships with the academic curriculum, Free-Thinking Women Seminars), and pedagogical and content development that supports the Spelman MILE.

As part of the strategic planning process, the current Spelman College Learning Resources Center will be renamed the **Student Success Center**. Today, the Spelman College Learning Resources Center exists separately from other learning resources on campus, such as the Math Laboratory and the Comprehensive Writing Center. The Student Success Center will continue the mission of the current center with an added focus of advising, and coordinating student success activities and initiatives with the other entities, as well as with the Undergraduate Deans Office.

Objective 2: Establish routes of collaboration among the newly renamed and refocused Student Success Center, the Math Laboratory, and the Comprehensive Writing Center.

- *Strategic Initiative 1:* Form an entity that meets regularly and coordinates the work of student support on campus.
- *Strategic Initiative 2:* Coordinate the work of student success with the Undergraduate Deans Office and with advising.

Reinvigorating and Reimagining Assessment creates a campus environment that engages the College in inquiry, evidence-based learning, reflection, experimentation, and affirmation of its commitment to assessment and delivery of measurable outcomes.

Objective 3: Align the recently approved Institutional Goals, Statement of Purpose, and Interdisciplinary Core Learning Outcomes with the Spelman MILE.

- *Strategic Initiative 1:* Identify learning outcomes for student and Millennial Professor components of the Spelman MILE.
- *Strategic Initiative 2:* Integrate the Institutional Goals, Statement of Purpose, and the Interdisciplinary Core Learning Outcomes into the mission of the Teaching Research and Resource Center.

STRENGTHEN THE CONSTITUENT CORE (BEST-IN-CLASS CONSTITUENTS)**Overview and Vision**

To achieve success in all areas of the strategic plan, Spelman College must focus on creating exemplary experiences for its diverse constituencies, as well as providing opportunities for academic, professional, and personal growth and development. The following summary highlights the resulting behaviors, contributions, and experiences for key constituent groups:

- A diverse student body that is academically prepared to enter Spelman will access the many resources of the College and will graduate with all of the academic, social, personal, professional, spiritual, and cultural currency expected from a “best-in-class” Spelman College.
- Faculty who work with the Spelman community will lead the integration of all aspects of our students’ experiences; faculty will be recognized and supported in a manner which leads to their enthusiastic participation in all aspects of campus life and their retention as educators and mentors.
- An empowered administration and staff are recognized for their contributions to the intellectual community, and the College provides the professional development and institutional support necessary to attract and retain a “best-in-class” staff.
- The alumnae community will see Spelman as their base for lifelong learning, and will engage in the lives and activities of current and prospective students by providing their time, talent and contributions to the support and betterment of the College.
- A diverse and engaged Board of Trustees will lead the advocacy for the sustenance and growth of the College; they will be dedicated to the delivery of an exemplary College experience for every Spelman student.
- Wide public acknowledgement of Spelman College as the leader among colleges for women of African descent will exist among leaders in a multitude of industries; and thus, a diverse and influential community of friends of the College will be ready to lend support and expertise to Spelman as needed.
- Parents of current and past Spelman College students will perceive themselves to be critical members of the Spelman College community who provide guidance, support, and resources (as available and needed) to ensure an exemplary experience for all students.

Strengthen the Constituent Core Goal and Planning Parameters

The overarching goal of this priority is:

To ensure that policies, procedures, and practices are in place to support the goals and mission of the College and are designed to identify, engage, recruit, and retain a “best-in-class” community of students, faculty, administration/staff, alumnae, parents, trustees, and friends of the College.

The following planning parameters frame the strategic action plan for the Strengthen the Constituent Core priority:

- Goals will be established and measured in accordance with the goals of the College; and each goal will have a system of evaluation attached to ensure that each constituent group is supported for continuous “best-in-class” performance and productivity.
- Current recruitment practices for all groups will be benchmarked and reviewed to ensure that the highest standards are in place at all levels of engagement.
- Development programs and initiatives for constituent groups will be recommended, implemented, and evaluated on an annual basis.
- We are beginning with constituents who are in agreement that the goals of this priority are in the best interest of the College and who will be cooperative and collaborative in our goal setting and achievement.
- Where it is determined that “best-in-class” among constituent groups already exists, retention strategies will be employed; where it is missing, all effort will be made to establish such.
- In five years, there will be a comprehensive and integrated recruitment, development and retention plan shared with and celebrated by a “best-in-class” Spelman College.
- In choosing this priority, the College understands the tremendous investment necessary to achieve success. This investment is one that will include a change in culture, an alignment of function and skills with institutional needs that may change over time, and transparency of processes and policies that govern constituent evaluation and measures of success.

Strengthen the Constituent Core Objectives and Initiatives

Objective 1: Ensure that constituents receive and are provided with exemplary College experiences.

- *Strategic Initiative 1:* Consistently ensure a convenient, welcoming, informative campus and communications experience for guests and constituencies to enhance the College’s image and promote continued engagement.

Objective 2: Ensure meaningful engagement of alumnae in the life of the College.

- *Strategic Initiative 1:* Strengthen the partnership between NAASC and the College to ensure consistent alumnae support for the College's strategic goals and objectives.
- *Strategic Initiative 2:* Engage alumnae in opportunities for lifelong learning.

Objective 3: Provide continuous opportunities for constituents to develop and grow in a well-supported professional environment.

- *Strategic Initiative 1:* Recruit and retain talented staff and administration that are valued, engaged, and have opportunity for professional growth and development.
- *Strategic Initiative 2:* Develop an in-house professional development/training program for staff that includes (1) standards of excellence (once defined) and (2) agreed-upon staff and management development topics.
- *Strategic Initiative 3:* Recruit, retain, and engage a talented group of Trustees who act as strong advocates for the College in multiple ways.

STRENGTHEN THE CAMPUS INFRASTRUCTURE AND LEARNING CORE

Overview and Vision

Through the successful implementation of the strategic plan, Spelman will create a “green” campus that is energized, well-equipped and supported across campus – from the entrance of the College to the cafeteria to the residence halls, classrooms, and outdoor spaces. Spelman will be known as a place for continuous exploration, development, and growth; and the indoor and outdoor spaces will facilitate engagement, collaboration, and learning. The living and learning environment will be modern, technologically advanced, and at the same time will preserve the historical elements unique to Spelman. The College will optimize all spaces, incorporate modern conveniences and promote sustainability. Being on Spelman’s campus, no matter the length of time, will leave an impression that you are among leaders and future leaders who can and will change the world in which we live.

The design, development, and maintenance of a welcoming, safe, supportive, and sustainable campus and its infrastructure are foundational to Spelman’s ability to deliver signature experiences for its constituents. State-of-the-art campus facilities and amenities will support a vibrant, productive intellectual and social existence for students, faculty, staff, and visitors. By enhancing the look and feel, the infrastructure and amenities, and the levels of service, safety, and sustainability of the College environment, Spelman can create a competitive advantage in terms of recruiting, retaining, and delighting “best-in-class” constituents.

Strengthen the Campus Infrastructure and Learning Core Goal and Planning Parameters

The overarching goal of this priority is:

To expand and improve the physical campus, technology infrastructure and residential programs in order to facilitate a seamless living and learning environment with (a) increased focus on environmental responsibility, (b) increased student engagement and student-faculty interactions, and (c) increased student achievement and overall satisfaction with the collegiate experience.

To achieve this goal, Spelman will focus its strategic efforts and execution in four critical areas: (1) the physical campus, (2) the living and learning environment, (3) technology, and (4) sustainability.

The following planning parameters frame the strategic action plan for the Strengthen the Campus Infrastructure and Learning Core priority:

- Further planning for fundraising to develop improved space for the fine arts should be undertaken during this strategic planning period.
- The College will seek to acquire more land in the surrounding area and will collaborate with other AUC institutions and the external community in the planning/development of properties in the vicinity.
- Prior to 2014, the College will add additional parking only as associated with the new construction/renovation of buildings.
- Efforts to promote a sustainable environment should be directed to all campus constituents and to the community beyond.
- The College will continue to provide all faculty and staff (as appropriate) with computer and phone service and provide adequate access to computers for all students.

Strengthen the Campus Infrastructure and Learning Core Objectives and Initiatives

Objective 1: Physical Campus: Create and maintain a physical campus that supports and advances the College’s mission, while retaining the flexibility to adapt to the changing needs of the community.

- *Strategic Initiative 1:* Renovate at least two non-air-conditioned residence halls built during the early phases of residential life on campus.
- *Strategic Initiative 2:* Create a more welcoming campus entry.
- *Strategic Initiative 3:* Update the Master Plan to accommodate both projected living/learning needs and the needs associated with the acquisition of new property.

Objective 2: Living and Learning Environment: Develop an environment that encourages meaningful student engagement, formal and informal, and facilitates learning and critical thinking, health and wellness, and quality of life.

- *Strategic Initiative 1:* Establish study spaces and meeting spaces with smart technology in 100% of residence halls by 2015.
- *Strategic Initiative 2:* Establish living and learning programs in all first-year residence halls by 2010 and in 80% of the remaining halls by 2015.

Objective 3: Physical Spaces: Create physical spaces to support the meaningful integration of curricular and co-curricular student experiences.

- *Strategic Initiative 1:* Create and/or refurbish group and individual study spaces throughout campus.
- *Strategic Initiative 2:* Identify new and upgrade existing study spaces, lounge spaces, technology, and amenities for commuter students.

Objective 4: Technology¹⁴: Enhance the existing technology infrastructure, support staff, and comprehensive maintenance plan to improve the operations of the College.

- *Strategic Initiative 1:* Provide reliable, robust, and secure access to information technology.
- *Strategic Initiative 2:* Support the use of technology to enhance the administrative functions of the College.
- *Strategic Initiative 3:* Maintain a trained and highly skilled information technology organization to support the strategic goals of the College.

Objective 5: Sustainability: Identify opportunities to improve Spelman’s operating efficiency and, at the same time, establish the College as a model academic institution dedicated to reducing its impact on the environment by developing and implementing sustainability initiatives to generate environmental action by students, faculty and administrators as an aspect of positive social change.

- *Strategic Initiative 1: Sustainable Spelman:* Identify the appropriate structure and resources to support sustainability initiatives.
- *Strategic Initiative 2: Sustainable Society:* Educate students, staff, faculty, alumnae, and the community regarding their responsibilities as local, regional, and global citizens of the environment.
- *Strategic Initiative 3: Sustainable Scholarship:* Encourage collaborative and individual scholarship and curriculum in sustainability; develop academic, corporate, and community partners in promoting sustainability activities for students, faculty, and staff.
- *Strategic Initiative 4: Resources Management (Waste, Water, and Energy):* Develop strategies to improve waste, water, and energy management.
- *Strategic Initiative 5: Alternative Transportation:* Decrease by 10% the number of single-occupancy vehicles commuting to campus, and increase alternative transportation and campus support for commuters.

¹⁴ Detailed information about Technology Objectives and Strategic Initiatives is available in the Spelman College Information Technology Strategic Plan (2009–2012).

STRENGTHEN THE COMMUNITY CORE (COMMUNITY ENGAGEMENT AND DEVELOPMENT)

Overview and Vision

Successful implementation of the strategic plan will engender a spirit of service and giving for Spelman College and its constituents. Spelman will be a leader and partner in the development and revitalization of the surrounding community. The College will be an agent for community transformation as it strives to impact policies and systems for social change, while simultaneously creating a learning environment where community engagement and civic responsibility are core dimensions of the Spelman experience.

Spelman College will share its lessons with and learn from the global community, as students, faculty, staff, and other members of the Spelman community work in concert to address issues and interests relating to education, health and wellness, economic development and environmental sustainability.

Strengthen the Community Core Goal and Planning Parameters

The overarching goal of this priority is:

To create and implement a community engagement and development program model for students, faculty, staff, alumnae and neighborhood residents through collaborative partnerships. The program model will focus on a broad range of community interests, including education, health, economic development, and environmental sustainability.

The following planning parameters frame the strategic action plan for the Strengthen the Community Core priority:

- **Community development** is the broad concept that considers geographical infrastructure work, economic development and empowerment, educational activities, and the physical, mental, and spiritual health of the citizens who live in that geographic area.
- **Community engagement** encompasses the interactions and relationships among the community development activities.
- **Community partners** include the Spelman College family, other Atlanta University colleges, residents, neighborhood organizations and planning units, public agencies, churches, public and private schools, business owners and other stakeholders within the Neighborhood Planning Unit-T (NPU-T) service area.
- The existing culture and legacy of community service at Spelman College, as well as the College's current exercise of redefining liberal arts education and the importance of service provide the context for strategic goals, objectives, initiatives, and activities associated with this priority.

- All of the planning should be done within the context of the recommendations in the pending community development proposal developed by Annie E. Casey Foundation/AUC Consortium partners.
- The Annie E. Casey Foundation and the AUC Consortium, in conjunction with community representatives, will develop a community development proposal that Spelman College can reference in order to fulfill strategic planning objectives. The concept of working “glocally” (a combination of globally and locally) describes the way of learning for Spelman students.

Strengthen the Community Core Objective and Initiatives

Objective 1: Participate in community revitalization and transformation by being an agent for impacting policies and systems for social and economic change.

- *Strategic Initiative 1:* Increase visibility throughout the community including residents, neighborhood organizations, churches, schools, sister colleges, and government agencies.
- *Strategic Initiative 2:* Become a community development partner with planning and economic development organizations, local businesses, land developers, and environmental initiatives to foster communications and healthy lifestyles.
- *Strategic Initiative 3:* Conduct community-based research to engage local constituents in the community planning and decision-making process.

STRENGTHEN THE OPERATIONAL CORE (OPERATIONAL AND ORGANIZATIONAL EXCELLENCE)

Overview and Vision

Foundational to Spelman College’s ability to achieve strategic and tactical success are the processes, systems, and structures which connect and govern its work. Spelman staff, faculty, alumnae, students, trustees, and friends have pride in the College, understand their connection to the mission, and feel empowered to perform their roles and responsibilities. Central to the vision for operational and organizational excellence is the concept of “world class service”. Additionally, an “I am Spelman” attitude is clearly felt and demonstrated by every member of the Spelman community.

The Spelman culture will prioritize academic excellence and support a spirit of collaboration. Accountability and ownership will be evident in the sense of urgency, attention to detail, and the willingness to do whatever is necessary to get the job done right as demonstrated by administrators, faculty, and staff. Processes and systems, including internal and external communications, will be better aligned to support efficiency and effectiveness. Consistent assessment and evaluation will support data-driven, timely decisions and foster a culture of continuous improvement. Constituents at all levels will be invested in the future of Spelman, as they participate in effective shared governance. Operational and organizational excellence will directly and positively impact the continuous commitment, satisfaction and achievement of Spelman’s constituents.

Strengthen the Operational Core Goal and Planning Parameter

The overarching goal of this priority is:

To ensure that the College continuously improves all aspects of its organizational and operational processes and systems by creating an environment where each person understands and appreciates her/his own role, the role of others, and their interdependence in relation to the overall mission of the College through improved communication; to ensure that each person is committed to and accountable for performing her/his responsibilities with the highest standards of excellence.

The following planning parameter frames the strategic action plan for the Strengthen the Operational Core priority:

- Operational and organizational excellence is achievable through maximizing human and technological (e.g., Banner, Lotus Notes, etc.) resources and by establishing workable, innovative solutions.

Strengthen the Operational Core Objectives and Initiatives

Objective 1: Improve communications to ensure that the internal and external college communities have access to the information necessary to improve college services and program effectiveness.

- *Strategic Initiative 1:* Create an electronic Master Calendar to provide information about campus events that is accessible to all campus constituencies.
- *Strategic Initiative 2:* Reorganize and redesign the College Web site to provide easy access to important information for current and prospective students, faculty, staff, and alumnae; Provide more departments and divisions with the capability to maintain content areas.

Objective 2: Develop and implement standards of excellence to promote a culture of accountability such that goals and outcomes are aligned to measure continuous improvement in all campus operations.

- *Strategic Initiative 1:* Establish campus-wide standards of excellence in order to improve and enhance service quality and operating efficiency.

Objective 3: Refine the current structure of governance at the College in order to advance the College's efforts to administer, organize, and govern itself in an environment of collaboration and civility.

- *Strategic Initiative 1:* Develop a framework for all constituents to participate in the shared governance process.

STRENGTHEN THE FINANCIAL CORE

Overview and Vision

Successful execution of development and donor relations strategies and processes will strengthen the financial position of Spelman and its ability to fund the most critical priorities. Financial resources will support an infrastructure that accommodates state-of-the-art facilities, systems, and processes and allows the College to attract and retain “best-in-class” students, faculty, staff and friends of the College. Friends of the College, alumnae, parents, and donors will be meaningfully engaged in their support of the College, thus translating into increasing contributions of funds, time, and talent throughout their lifetimes.

To achieve financial strength, endowment growth, and budgetary flexibility, Spelman will meet or exceed its working comprehensive campaign goal (\$130–\$175M), increase government grant and sponsored research activity, explore alternative revenue sources, evaluate tuition elasticity on an annual basis, continue to exhibit budget/fiscal discipline, and meet or exceed endowment growth benchmarks.

Strengthen the Financial Core Goal and Planning Parameters

The overarching goal of this priority is:

To obtain sufficient resources to meet the strategic needs of the College.

The following planning parameters frame the strategic action plan for the Strengthen the Financial Core priority:

- Endowment goals will be set annually to track toward the five-year overarching goal to support initiatives and programs.
- Existing programs and funding streams will be examined annually to ensure funding is aligned to the most critical strategic priorities.
- Spelman College must be capable of assuming programming costs at the end of governmental or private funding periods to continue implementation and achieve strategic goals.
- The enrollment/tuition study currently being conducted by an external organization will guide the determining of the pricing strategy for tuition.
- The Comprehensive Campaign is currently in its silent phase and is anticipated to kick off publicly in fall 2009.

Strengthen the Financial Core Objectives and Initiatives

Objective 1: Develop and execute an effective comprehensive campaign, endowment strategy, and process to raise funds in support of the College's initiatives and programs.

- *Strategic Initiative 1:* Conduct a comprehensive campaign to raise \$130–\$175 million to support current priorities.
- *Strategic Initiative 2:* Within the campaign framework, develop fundraising strategies for specific programs or initiatives.

Objective 2: Increase revenue by identifying opportunities for grants and government funding.

- *Strategic Initiative 1:* Develop and execute an effective grants-management strategy.
- *Strategic Initiative 2:* Develop and execute an effective government funding strategy.

Objective 3: Align tuition pricing with the strategic goals of the College.

- *Strategic Initiative 1:* Determine the appropriate cost based on market conditions and price elasticity.
- *Strategic Initiative 2:* Recruit and retain an economically diverse student body.

STRATEGIC MEASURES

Achieving the vision of strengthening Spelman’s core depends on the ability to coordinate and focus attention and resources on the most critical priorities. As Spelman embarks on its plan for 2015, consistently measuring progress and holding employees accountable for meeting targets and milestones are essential to the College’s ultimate success. The following table outlines the measures and targets associated with the plan for 2015.

Responsible for Setting and Tracking Measure	Measure	2008	2015
<i>Transform the Student and Faculty Experience and Strengthen the Academic Core</i>			
Provost	Student/Faculty Ratio	12:1	10:1
Provost	Average Class Size	19	15
<i>Faculty Development (% Faculty Participating in Faculty Development Activities Annually)</i>			
Provost	o Individual (sabbaticals and research leaves, small grants, etc.)	14%	35%
	o Group (Faculty Institutes, Pedagogical Workshops in the Teaching Research and Resource Center)	69%	90%
<i>Undergraduate Research</i>			
Provost	o % of Students Participating in Undergraduate Research and/or Internships connected to their course of study	30%	100%
	o % of Students with Senior Capstone Experience (thesis, major creative or research project)	50%	100%
<i>Advising and Mentoring</i>			
Provost	o % of Students with a SpelMILE Leadership Plan	0%	100%
	o % of Students with an Alumnae Mentor	Unknown	100%

Responsible for Setting and Tracking Measure	Measure	2008	2015
<i>Transform the Student and Faculty Experience and Strengthen the Academic Core</i>			
Provost, VP of Enrollment Management	<i>International Experience</i>		
	o Number and % of international students in the student body	0.7%	3%
	o Number and % of Students participating in international curricular or co-curricular experience prior to graduation	3.5%	100%
Provost	<i>Curricular Transformation</i>		
Provost	o SpEl.Folio Implementation	25%	100%
Provost	o General Education Outcomes		
	<ul style="list-style-type: none"> ▪ % of Students meeting current Gen Ed standards (writing portfolio pass rate) ▪ % of Students meeting new Gen Ed standards (3 or better on a 4 point scale) 	74%	n/a ¹⁵
Provost	% of Students with Interdisciplinary Learning Experience	20%	100%
Provost	Free Thinking Women modules in the disciplines and capstone experience	0%	100%
Provost	% of Students Scoring Meets Expectations on Institutional Learning Outcomes by Senior Year ¹⁶	20% (SpEl.Folio Assessment)	85% (SpEl.Folio Assessment)

¹⁵ Current Gen Ed standards will no longer be in effect in 2015. The new Gen Ed standards incorporate the writing portfolio performance as one of the SpEl.Folio assessments.

¹⁶Please refer to the Appendix on page 73 additional details related to Interdisciplinary Core Curriculum Learning Outcomes (General Education).

Responsible for Setting and Tracking Measure	Measure	2008	2015
Strengthen the Constituent Core (Best-in-Class Constituents)			
VP of Development	Alumnae		
	o Alumnae Participation	29.5%	45%
	o Number and % of Alumnae Donors (Campaign Starting donor count=2,704)	49% (4,034 Donors)	160% (7,000 Donors)
CFO/Director, Human Resources	Professional Development		
	o Staff/Leadership Development	0.001% of salary	1% of salary
Strengthen the Campus Infrastructure and Learning Core			
CFO	Residential Halls		
	o Total number of residence halls	11	11
	o Total number of renovated residence halls	0	2
	o Number of air-conditioned beds	723 (52%)	1015 (73%)
	o Expanded study spaces	62	75
	o % of Residential students	62%	70%
VP, Student Affairs and Dean of Undergraduate Studies	Number of Living and Learning Communities ¹⁷	2	10
CIO	Technology		
	o % of Wireless coverage	65%	100%
	o Number and % of classrooms with SMART technology (Total number of classrooms = 140)	19 14%	70 50%

¹⁷ “In higher education, learning communities are classes that are linked or clustered during an academic term, often around an interdisciplinary theme, that enroll a common cohort of students.” This represents an intentional restructuring of “students’ time, credit, and learning experiences to build community among students, between students and their professors, and among faculty members and disciplines.” (Source: From “Learning Communities,” and, accessed on-line at <http://www.evergreen.edu/washcenter/lcFaq.htm> during March and April 2006). Learning communities provide “opportunities for deeper understanding of and integration of the material they are learning, and more interaction with one another and their [professors] as fellow learners in the learning enterprise.” (Source: F. Gabelnick, J. MacGregor, R. Matthews, and B.L. Smith, Learning Communities: Creating Connections Among Students, Faculty, and Disciplines, San Francisco: Jossey-Bass, 1990, 19, cited by Jodi Laufgraben, “Overview of Learning Communities,” in Learning Communities Fall Handbook, Fall 2005, Temple University, accessed on line at http://www.temple.edu/lc/handbook_fall2005.pdf during March and April 2006).

Responsible for Setting and Tracking Measure	Measure	2008	2015
Strengthen the Campus Infrastructure and Learning Core			
CFO/Provost/Vice President, Student Affairs	Sustainability¹⁸		
	o % of Waste Reduction	0%	50%
	o % of Reduction in Automobile Traffic	0%	10%
	o % of Water Consumption Reduction	0%	20%
	o Academic Component	TBD	TBD
Strengthen the Community Core (Community Engagement and Development)¹⁹			
Executive Director, LEADS	o Total number of strategic community partnerships (focused) o Impact of AUC Signature Project o Impact on community engagement and development o Impact on student learning	TBD	TBD
Strengthen the Operational Core (Operational and Organizational Excellence)			
Provost/Vice Provost	Constituent Satisfaction²⁰		
	o Students <ul style="list-style-type: none"> ▪ NSSE (Item: ENTIREXP)²¹ 	Freshman: 3.34 Carnegie Peers: 3.30 Seniors: 3.49 Carnegie Peers: 3.40	Significantly better than Carnegie peers at the .05 level or better
	o Spelman Specific Survey (% satisfied) <ul style="list-style-type: none"> ▪ Students, Faculty, Staff, Alumnae, and Parents 	TBD	TBD
	o Board Assessment	TBD	TBD

¹⁸ Baselines and/or measures for Sustainability to be established during the 2009–2010 academic year.

¹⁹ Measure categories and baseline measures to be established during the 2009–2010 academic year.

²⁰ Constituent Satisfaction measures to be established during the 2009–2010 academic year once initial surveys are administered and baselines are established.

²¹ Analysis of current NSSE data (review of Spelman data as well as other comparable colleges and universities) will be completed during the 2008–2009 academic year.

Responsible for Setting and Tracking Measure	Measure	2008	2015
<i>Strengthen the Financial Core</i>			
President	Total Enrollment	2237	2000
CFO	Budget	\$91 Million	\$120 Million
CFO	Endowment	\$276 Million	\$400 Million
Vice President, Development	Annual Fundraising Target	\$10–13 Million	\$14-17 Million
Vice President, Enrollment Management	% of Student’s Financial Need Met	27%	40%
Vice President, Enrollment Management	<i>Socio-Economic Diversity</i>		
	o % of Pell Grant Recipients	40%	34%
	o % of Students Requiring Financial Aid That Are Not Pell-Eligible	50%	53.5%
	o % of Students Requesting No Financial Aid	10%	12.5%

SUMMARY OF STRATEGIC PRIORITY GOALS, OBJECTIVES AND INITIATIVES

The following table summarizes the goals, key objectives and strategic initiatives for the seven priority areas for Spelman College’s Strategic Plan.

Transform the Student and Faculty Experience: The Spelman MILE GOAL, OBJECTIVES, AND INITIATIVES <i>Goal: To transform the student and faculty experience at Spelman by integrating and connecting curricular and co-curricular experiences to provide students with the intellectual foundation, knowledge, skills, and competencies for continued intellectual growth, leadership, success, and service.</i>		
The Spelman MILE:	Objectives	Initiatives
Student Component: Undergraduate Research/Internship Program	<u>Objective 1:</u> Institutionalize College-wide Undergraduate Research/Internship Program across all majors and departments with shared institutional learning outcomes and specific departmental/major/minor learning outcomes.	<ul style="list-style-type: none"> • <i>Strategic Initiative 1:</i> Ensure that 100% of students participate in a college-wide senior capstone project (preceded by a preparatory course junior year). • <i>Strategic Initiative 2:</i> Ensure that all students have an undergraduate research or internship experience before graduating.
Student Component: International Experiences	<u>Objective 2:</u> Ensure all students gain a global perspective and have experiences that enhance global awareness by (1) recruiting more international students; (2) ensuring that every student participates in a curricular and/or co-curricular global experience abroad; and (3) engaging students intellectually in global consciousness in the curriculum.	<ul style="list-style-type: none"> • <i>Strategic Initiative 1:</i> Ensure Dean of International Initiatives is in place to lead the internationalization of the curriculum and co-curriculum by fall 2010. • <i>Strategic Initiative 2:</i> Increase opportunities for all students to participate in global experiences as part of curricular and/or co-curricular activities. • <i>Strategic Initiative 3:</i> Increase numbers of international students matriculating at Spelman.

Transform the Student and Faculty Experience: The Spelman MILE

GOAL, OBJECTIVES, AND INITIATIVES

Goal: To transform the student and faculty experience at Spelman by integrating and connecting curricular and co-curricular experiences to provide students with the intellectual foundation, knowledge, skills, and competencies for continued intellectual growth, leadership, success, and service.

The Spelman MILE:	Objectives	Initiatives
<p>Student Component: Leadership Plan</p>	<p><u>Objective 3:</u> Through the development and implementation of an individualized Spelman MILE Leadership Plan, intentionally integrate leadership development activities into each year of a student’s experience at Spelman.</p>	<ul style="list-style-type: none"> • <i>Strategic Initiative 1:</i> Through collaboration of the faculty, the Women’s Research and Resource Center, and LEADS, identify and define the components of a Spelman Leadership Plan and incorporate into the Spelman MILE. • <i>Strategic Initiative 2:</i> Through the advising process, develop an individualized Leadership Plan for each student with identifiable components for each year of a student’s experience at Spelman.
<p>Student Component: Mentoring, Career Planning, Undergraduate, and Professional School Preparation</p>	<p><u>Objective 4:</u> Create an integrated program focused on mentoring, career planning and graduate/professional school preparation to support preparation for life beyond Spelman.</p>	<ul style="list-style-type: none"> • <i>Strategic Initiative 1:</i> Through collaboration of faculty advising, the Career Planning and Development Office, the Undergraduate Deans Office, and the Alumnae Affairs Office, develop a cohesive alumnae mentoring experience that contributes to the delivery of a holistic liberal arts education. • <i>Strategic Initiative 2:</i> Integrate the alumnae mentoring program with faculty pre-major and major advising to create a seamless development opportunity for each student.

Transform the Student and Faculty Experience: The Spelman MILE GOAL, OBJECTIVES, AND INITIATIVES <i>Goal: To transform the student and faculty experience at Spelman by integrating and connecting curricular and co-curricular experiences to provide students with the intellectual foundation, knowledge, skills, and competencies for continued intellectual growth, leadership, success, and service.</i>		
The Spelman MILE:	Objectives	Initiatives
Student Component: Advising	<u>Objective 5:</u> Enhance the advising process to ensure a cohesive approach to support every student in identifying and connecting her Spelman goals with her aspirations for life beyond Spelman.	<ul style="list-style-type: none"> • <i>Strategic Initiative 1:</i> Develop an advising program that promotes the development of student-centered/faculty-guided curricular and co-curricular experiences to prepare every student for a life of success, leadership, and service. • <i>Strategic Initiative 2:</i> Institutionalize an advising program with distinct components each of the four years through the utilization of the Degree Works program.
Student Component Literacies Across the Curriculum	<u>Objective 6:</u> Teach literacies across the curriculum (writing, quantitative, visual, digital, etc.) to ensure students are able to demonstrate the skills necessary to enhance their learning and compete successfully in a global environment.	<ul style="list-style-type: none"> • <i>Strategic Initiative 1:</i> Building on the years of success in the Comprehensive Writing Center, reinvigorate writing across the curriculum with general education outcomes and departmental outcomes identified in the context of the needs of the Empowered Student and the pedagogical preparation of the Millennial Professor. • <i>Strategic Initiative 2:</i> Building on the work of the faculty fellows funded by the Mellon Transforming Learning grant, develop quantitative literacy components so that they can be engaged by each student and mapped throughout each of the four years. • <i>Strategic Initiative 3:</i> Include visual and digital literacies in the curriculum so that they can be engaged by each student and mapped throughout each of the four years.

Transform the Student and Faculty Experience: The Spelman MILE GOAL, OBJECTIVES, AND INITIATIVES <i>Goal: To transform the student and faculty experience at Spelman by integrating and connecting curricular and co-curricular experiences to provide students with the intellectual foundation, knowledge, skills, and competencies for continued intellectual growth, leadership, success, and service.</i>		
The Spelman MILE:	Objectives	Initiatives
Student Component: Technology	<u>Objective 7:</u> Support the integration of technology and emerging technology-learning methods across curricular and co-curricular experiences to enhance teaching and learning for all students. ²²	<ul style="list-style-type: none"> • <i>Strategic Initiative 1:</i> Create a Digital Media Initiative as a part of the Teaching Resource and Research Center to create a more robust learning environment.
Student Component: Community Engagement and Service Learning	<u>Objective 8:</u> Create a learning environment where community engagement and service learning is incorporated in the Spelman MILE experience.	<ul style="list-style-type: none"> • <i>Strategic Initiative 1:</i> Implement applications of academic disciplines and student service initiatives in community settings through collaboration between Academic Affairs and Student Affairs. • <i>Strategic Initiative 2:</i> Make national and global connections to local community issues in the curriculum and the co-curriculum.

²² Detailed information about Technology Objectives and Strategic Initiatives are available in the Spelman College Information Technology Strategic Plan (2009–2012).

Transform the Student and Faculty Experience: The Spelman MILE GOAL, OBJECTIVES, AND INITIATIVES <i>Goal: To transform the student and faculty experience at Spelman by integrating and connecting curricular and co-curricular experiences to provide students with the intellectual foundation, knowledge, skills, and competencies for continued intellectual growth, leadership, success, and service.</i>		
The Spelman MILE:	Objectives	Initiatives
Millennial Professor Component: Faculty Development Program	<u>Objective 1:</u> Create a comprehensive Faculty Development Program grounded in curriculum and scholarship, research, and creative production development that prepares faculty to engage the student intellectually and pedagogically and advance learning in a competitive, global environment.	<ul style="list-style-type: none"> • <i>Strategic Initiative 1:</i> Recruit and retain talented faculty who are valued, engaged, and well-supported in efforts to achieve excellence in teaching and scholarship. • <i>Strategic Initiative 2:</i> Develop a comprehensive Faculty Development Program for Spelman College that supports and maintains faculty interest in and enhancement of teaching, research, and service as synergistic entities informing one another. • <i>Strategic Initiative 3:</i> Develop self- and peer-evaluation systems on teaching effectiveness for faculty; review and continuously improve student evaluation forms and processes. • <i>Strategic Initiative 4:</i> Supplement existing Presidential Awards by increasing opportunities for peer recognition of excellence in teaching.
Millennial Professor Component: Technology	<u>Objective 2:</u> Support the integration of technology and emerging technology-learning methods to ensure faculty are able to demonstrate expertise in digital pedagogy with clear articulations of the desired outcomes related to the specific medium ²³ .	<ul style="list-style-type: none"> • <i>Strategic Initiative 1:</i> Create policy and procedures that provide guidance for the usage of technology integration into the curriculum. • <i>Strategic Initiative 2:</i> Deliver a vehicle (virtual or physical) for faculty to create and share technology projects.

²³ Detailed information about Technology Objectives and Strategic Initiatives are available in the Spelman College Information Technology Strategic Plan (2009–2012).

<p style="text-align: center;">Strengthen the Academic Core GOAL, OBJECTIVES, AND INITIATIVES</p> <p style="text-align: center;"><i>Goal: To strengthen Academic Affairs by completing the General Education transformation, as this will provide the foundation for transforming the student and faculty experience.</i></p>		
Component	Objectives	Initiatives
Teaching Research and Resource Center	<p><u>Objective 1:</u> Support and further enhance the Teaching Research and Resource Center.</p>	<ul style="list-style-type: none"> • <i>Strategic Initiative 1:</i> Seek outside grant support for initiatives in the Teaching Research and Resource Center. • <i>Strategic Initiative 2:</i> Structure programs in the Teaching Research and Resource Center to promote new teaching strategies that enhance student learning outcomes and prepare faculty to include writing across the curriculum, as well as quantitative, visual, and digital literacies. • <i>Strategic Initiative 3:</i> Focus faculty and curriculum development on interdisciplinarity, connected learning (e.g., internships with the academic curriculum, Free-Thinking Women Seminars), and pedagogical and content development that supports the Spelman MILE.
Student Success Center	<p><u>Objective 2:</u> Establish routes of collaboration among the newly renamed and refocused Student Success Center, the Math Laboratory, and the Comprehensive Writing Center.</p>	<ul style="list-style-type: none"> • <i>Strategic Initiative 1:</i> Form an entity that meets regularly and coordinates the work of student support on campus. • <i>Strategic Initiative 2:</i> Coordinate the work of student success with the Undergraduate Deans Office and with advising.

Strengthen the Academic Core GOAL, OBJECTIVES, AND INITIATIVES <i>Goal: To strengthen Academic Affairs by completing the General Education transformation, as this will provide the foundation for transforming the student and faculty experience.</i>		
Component	Objectives	Initiatives
Re-invigorate and Re-imagine Assessment	<u>Objective 3:</u> Align the recently approved Institutional Goals, Statement of Purpose, and Interdisciplinary Core Learning Outcomes with the Spelman MILE.	<ul style="list-style-type: none"> • <i>Strategic Initiative 1:</i> Identify learning outcomes for student and Millennial Professor components of the Spelman MILE. • <i>Strategic Initiative 2:</i> Integrate the Institutional Goals, Statement of Purpose, and the Interdisciplinary Core Learning Outcomes into the mission of the Teaching Research and Resource Center.

Strengthen the Constituent Core (Best-in-Class Constituents) GOAL, OBJECTIVES, AND INITIATIVES Goal: To ensure that policies, procedures, and practices are in place to support the goals and mission of the College and are designed to identify, engage, recruit, and retain a "best-in-class" community of students, faculty, administration/staff, alumnae, parents, trustees and friends of the College.		
Component	Objectives	Initiatives
Exemplary Experiences	<u>Objective 1:</u> Ensure that constituents receive and are provided with exemplary College experiences.	<ul style="list-style-type: none"> • <i>Strategic Initiative 1:</i> Consistently ensure a convenient, welcoming, informative campus and communications experience for guests and constituencies to enhance the College’s image and promote continued engagement.
Alumnae Meaningful Engagement	<u>Objective 2:</u> Ensure meaningful engagement of alumnae in the life of the College.	<ul style="list-style-type: none"> • <i>Strategic Initiative 1:</i> Strengthen the partnership between NAASC and the College to ensure consistent alumnae support for the College’s strategic goals and objectives. • <i>Strategic Initiative 2:</i> Engage alumnae in opportunities for lifelong learning.
Constituent Support	<u>Objective 3:</u> Provide continuous opportunities for constituents to develop and grow in a well-supported professional environment.	<ul style="list-style-type: none"> • <i>Strategic Initiative 1:</i> Recruit and retain talented staff and administration that are valued, engaged, and have opportunity for professional growth and development. • <i>Strategic Initiative 2:</i> Develop an in-house professional development/training program for staff that includes (1) standards of excellence (once defined) and (2) agreed-upon staff and management development topics. • <i>Strategic Initiative 3:</i> Recruit, retain, and engage a talented group of Trustees who act as strong advocates for the College in multiple ways.

Strengthen the Campus Infrastructure and Learning Core GOAL, OBJECTIVES, AND INITIATIVES		
Goal: To expand and improve the physical campus, technology infrastructure, and residential programs in order to facilitate a seamless living and learning environment with (a) increased focus on environmental responsibility, (b) increased student engagement and student-faculty interactions, and (c) increased student achievement and overall satisfaction with the collegiate experience.		
Component	Objectives	Initiatives
Physical Campus	<u>Objective 1:</u> Create and maintain a physical campus that supports and advances the College’s mission, while retaining the flexibility to adapt to the changing needs of the community.	<ul style="list-style-type: none"> • <i>Strategic Initiative 1:</i> Renovate at least two non-air-conditioned residence halls built during the early phases of residential life on campus. • <i>Strategic Initiative 2:</i> Create a more welcoming campus entry. • <i>Strategic Initiative 3:</i> Update the Master Plan to accommodate both projected living/learning needs and the needs associated with the acquisition of new property.
Living and Learning Environment	<u>Objective 2:</u> Develop an environment that encourages meaningful student engagement, formal and informal, and facilitates learning and critical thinking, health and wellness, and quality of life.	<ul style="list-style-type: none"> • <i>Strategic Initiative 1:</i> Establish study spaces and meeting spaces with smart technology in 100% of residence halls by 2015. • <i>Strategic Initiative 2:</i> Establish living and learning programs in all first-year residence halls by 2010 and in 80% of the remaining halls by 2015.
Physical Spaces	<u>Objective 3:</u> Create physical spaces to support the meaningful integration of curricular and co-curricular student experiences.	<ul style="list-style-type: none"> • <i>Strategic Initiative 1:</i> Create and/or refurbish group and individual study spaces throughout campus. • <i>Strategic Initiative 2:</i> Identify new and upgrade existing study spaces, lounge spaces, technology and amenities for commuter students.

Strengthen the Campus Infrastructure and Learning Core

GOAL, OBJECTIVES, AND INITIATIVES

Goal: To expand and improve the physical campus, technology infrastructure, and residential programs in order to facilitate a seamless living and learning environment with (a) increased focus on environmental responsibility, (b) increased student engagement and student-faculty interactions, and (c) increased student achievement and overall satisfaction with the collegiate experience.

Component	Objectives	Initiatives
Technology ²⁴	<u>Objective 4:</u> Enhance the existing technology infrastructure, support staff, and comprehensive maintenance plan to improve the operations of the College.	<ul style="list-style-type: none"> • <i>Strategic Initiative 1:</i> Provide reliable, robust and secure access to information technology. • <i>Strategic Initiative 2:</i> Support the use of technology to enhance the administrative functions of the College. • <i>Strategic Initiative 3:</i> Maintain a trained and highly skilled information technology organization to support the strategic goals of the College.

²⁴ Detailed information about Technology Objectives and Strategic Initiatives are available in the Spelman College Information Technology Strategic Plan (2009–2012).

Strengthen the Campus Infrastructure and Learning Core

GOAL, OBJECTIVES, AND INITIATIVES

Goal: To expand and improve the physical campus, technology infrastructure, and residential programs in order to facilitate a seamless living and learning environment with (a) increased focus on environmental responsibility, (b) increased student engagement and student-faculty interactions, and (c) increased student achievement and overall satisfaction with the collegiate experience.

Component	Objectives	Initiatives
Sustainability	<p><u>Objective 5:</u> Identify opportunities to improve Spelman’s operating efficiency and, at the same time, establish the College as a model academic institution dedicated to reducing its impact on the environment by developing and implementing sustainability initiatives to generate environmental action by students, faculty, and administrators as an aspect of positive social change.</p>	<ul style="list-style-type: none"> • <i>Strategic Initiative 1: Sustainable Spelman:</i> Identify the appropriate structure and resources to support sustainability initiatives. • <i>Strategic Initiative 2: Sustainable Society:</i> Educate students, staff, faculty, alumnae and the community regarding their responsibilities as local, regional, and global citizens of the environment. • <i>Strategic Initiative 3: Sustainable Scholarship:</i> Encourage collaborative and individual scholarship and curriculum in sustainability; develop academic, corporate, and community partners in promoting sustainability activities for students, faculty and staff. • <i>Strategic Initiative 4: Resources Management (Waste, Water, and Energy):</i> Develop strategies to improve waste, water, and energy management. • <i>Strategic Initiative 5: Alternative Transportation:</i> Decrease by 10% the number of single-occupancy vehicles commuting to campus and increase alternative transportation and campus support for commuters.

Strengthen the Community Core (Community Engagement and Development)

GOAL, OBJECTIVES, AND INITIATIVES

Goal: *To create and implement a community engagement and development program model for students, faculty, staff, alumnae, and neighborhood residents through collaborative partnerships. The program model will focus on a broad range of community interests, including education, health, economic development, and environmental sustainability.*

Component	Objectives	Initiatives
Community Revitalization and Transformation	<p><u>Objective 1:</u> Participate in community revitalization and transformation by being an agent for impacting policies and systems for social and economic change.</p>	<ul style="list-style-type: none"> • <i>Strategic Initiative 1:</i> Increase visibility throughout the community including residents, neighborhood organizations, churches, schools, sister colleges, and government agencies. • <i>Strategic Initiative 2:</i> Become a community development partner with planning and economic development organizations, local businesses, land developers, and environmental initiatives to foster communications and healthy lifestyles. • <i>Strategic Initiative 3:</i> Conduct community-based research to engage local constituents in the community-planning and decision-making process.

Strengthen the Operational Core (Operational and Organizational Excellence)

GOAL, OBJECTIVES, AND INITIATIVES

Goal: To ensure that the College continuously improves all aspects of its organizational and operational processes and systems by creating an environment where each person understands and appreciates her/his own role, the role of others, and their interdependence in relation to the overall mission of the College through improved communication; to ensure that each person is committed to and accountable for performing her/his responsibilities with the highest standards of excellence.

Component	Objectives	Initiatives
Communication Effectiveness	<u>Objective 1:</u> Improve communications to ensure that the internal and external college communities have access to the information necessary to improve college services and program effectiveness.	<ul style="list-style-type: none"> • <i>Strategic Initiative 1:</i> Create an electronic Master Calendar to provide information about campus events that is accessible to all campus constituencies. • <i>Strategic Initiative 2:</i> Reorganize and redesign the College Web site to provide easy access to important information for current and prospective students, faculty, staff, and alumnae; Provide more departments and divisions with the capability to maintain content areas.
Standards of Excellence	<u>Objective 2:</u> Develop and implement standards of excellence to promote a culture of accountability such that goals and outcomes are aligned to measure continuous improvement in all campus operations.	<ul style="list-style-type: none"> • <i>Strategic Initiative 1:</i> Establish campus-wide standards of excellence in order to improve and enhance service quality and operating efficiency.
Shared Governance	<u>Objective 3:</u> Refine the current structure of governance at the College in order to advance the College’s efforts to administer, organize, and govern itself in an environment of collaboration and civility.	<ul style="list-style-type: none"> • <i>Strategic Initiative 1:</i> Develop a framework for all constituents to participate in the shared governance process.

Strengthen the Financial Core GOAL, OBJECTIVES, AND INITIATIVES Goal: <i>To obtain sufficient resources to meet the strategic needs of the College</i>		
Component	Objectives	Initiatives
Comprehensive Campaign	<u>Objective 1:</u> Develop and execute an effective comprehensive campaign, endowment strategy, and process to raise funds in support of the College’s initiatives and programs.	<ul style="list-style-type: none"> • <i>Strategic Initiative 1:</i> Conduct a comprehensive campaign to raise \$130–\$175 million to support current priorities. • <i>Strategic Initiative 2:</i> Within the campaign framework, develop fundraising strategies for specific programs or initiatives.
Grants and Government Funding	<u>Objective 2:</u> Increase revenue by identifying opportunities for grants and government funding.	<ul style="list-style-type: none"> • <i>Strategic Initiative 1:</i> Develop and execute an effective grants management strategy. • <i>Strategic Initiative 2:</i> Develop and execute an effective government funding strategy.
Tuition Pricing and Alignment	<u>Objective 3:</u> Align tuition pricing with the strategic goals of the College.	<ul style="list-style-type: none"> • <i>Strategic Initiative 1:</i> Determine the appropriate cost based on market conditions and price elasticity. • <i>Strategic Initiative 2:</i> Recruit and retain an economically diverse student body.

SHORT-TERM ACTION ITEMS

The following table outlines action items which provide significant benefits to the College with relatively little impact on resources.

Strategy, Initiative or Action	Lead Accountable Unit	Impact/Benefits and Outcomes	Next Steps	Status/Date of Completion	Resources Required
Benchmark faculty development program.	Provost and Vice President for Academic Affairs	Provides measure to review faculty development needs annually and identify competitive edge for faculty retention and hiring.	Identify benchmark programs and their characteristics at peer institutions.	Summer 2009	Time Provost staff
Document number and percentage of faculty receiving sabbaticals and research leaves.	Provost and Vice President for Academic Affairs	Tracks support for tenure-track faculty; tracks cost of sabbaticals and leaves to the College to review budget support needed; tracks data to review the percentage of faculty who utilize the opportunity annually.	Gather existing data.	Summer 2009	Time Provost staff
Create a two- or three-person team to develop a plan for a) determining uniform standards for residence study rooms, b) identifying existing and easily transformable study spaces in each residence hall and determine what each space needs to bring it up to standard, and c) identifying possible campus locations for 24-hour centralized after-hour study space(s).	Vice President for Student Affairs	Provides daytime and evening on-campus study group support for non-residential and residential students. Enhances the available technology to support study in the residence halls. Expected outcomes are increased student engagement in the residence halls; more convenient late-night study options on campus.	Identify team members, possibly from Student Affairs, Academic Affairs, and MIT Division. From this team's work, a list of feasible locations and their needs (physical and technological) can be provided, following an approval process, to the appropriate campus facility planning personnel and to the MIT Division.	Summer 2009	Time Possible space consultant

Strategy, Initiative or Action	Lead Accountable Unit	Impact/Benefits and Outcomes	Next Steps	Status/Date of Completion	Resources Required
Develop plans for limited after-hour dining options to be implemented immediately (e.g., vending machines in cafeteria area, longer hours of snack bar for hot food, etc.).	Vice President for Student Affairs	Provides on-campus support to residential and non-residential students for evening activities.	Explore possible external providers to contract out the services.	Partially implemented. Pending end of vendor contracts is a factor. Summer 2009	Adding or changing vending contracts; minor changes in vending sites and security measures.
Improve Wellness Facilities.	Vice President for Student Affairs	Upgrading equipment will provide healthier beings; will provide a space that is conducive to the overall fitness for the community.	Assessment for the proper equipment based on the size of the fitness center and weight room.	COMPLETED Fall 2008	The possibility of a leasing agreement on a yearly basis for the needed equipment.
Identify and document existing sustainability activities.	Sustainability Task Force	Documentation will allow for the distribution of information to incoming students and parents as well as to the internal and external community on sustainability efforts; provides baseline data for leadership.	When the Sustainability Taskforce reconvenes in fall 2008, this will be a priority.	Fall 2009	Resources to be identified in the plan
Acquire recycling bins for all buildings.	Facilities Management and Services Department	Next step in the expansion of the campus recycling program.	Obtain a proposal to acquire recycling bins.	COMPLETED Fall 2008	Estimated \$50K investment
Identify faculty functions that are needed in Banner.	Provost and Vice President for Academic Affairs	Sets stage for implementation of Banner functions to enable the enforcement of advising requirements prior to class registration and other faculty advising functions, thus bringing Spelman up-to-date in this area.	Work with MIT, chairs/directors, deans and Faculty Council to identify functions needed and provided by Banner.	Summer 2009	Time

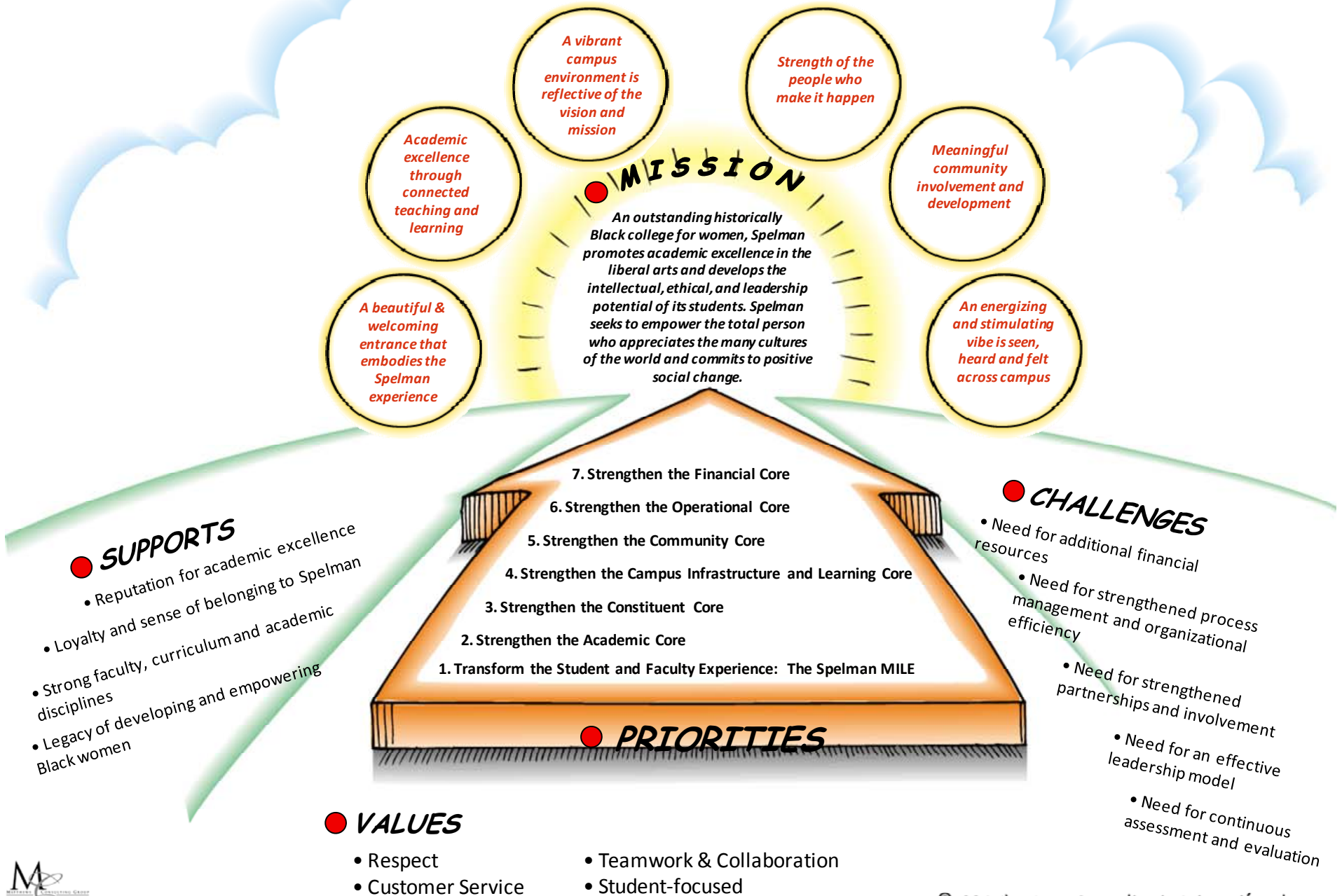
Strategy, Initiative or Action	Lead Accountable Unit	Impact/Benefits and Outcomes	Next Steps	Status/Date of Completion	Resources Required
Establish a basic technology standard configuration for all Spelman classrooms.	Vice President and CIO for Media and Information Technology	Provides a rubric for support staff to use in upgrading classrooms across campus so that there is campus-wide consistency, where appropriate.	The tiers are documented and will be reviewed with the Education Technology Committee, Faculty Liaisons and/or other appropriate stakeholders; where no technology exists in a classroom, installations will take place summer 2008 based on a template.	Rubric is established, and needs to be vetted and validated by faculty and students. Summer 2009	Based on approval, resources will be identified
Increase wireless coverage to all outdoor areas.	Vice President and CIO for Media and Information Technology	Allows campus personnel to work in the outdoor settings as needed at any given time.	Test installed configuration to validate appropriate campus-wide coverage.	Work in progress. April 30, 2009	Resources required based on validation and testing
Establish a Technology Advisory Committee.	Vice President and CIO for Media and Information Technology	Provide technology input and recommendations to MIT for approval by senior staff which represents the best interests of the constituent groups.	Identify representatives from all constituent parties. Participants should be nominated by related councils and confirmed by senior staff.	Fall 2009	To be determined based on approved recommendations
Restore the Faculty Liaisons for technology from each department and program.	Provost and Vice President for Academic Affairs	To provide ongoing input regarding departmental needs and to recommend technology policy in equipment acquisitions, training, and development of educational technology materials.	Educational Technology Committee to develop plan for acquiring input from the Faculty Liaisons.	Fall 2009	Time Commitment from department chairs and faculty
Conduct a site visit at University of Pennsylvania to identify best practices associated with community engagement and development.	LEADS	Determine best practices for a signature community development model for Spelman.	Scheduled visit for July 8, 2008.	COMPLETED Fall 2008	Dr. Beverly Tatum Dr. Jane Smith Dr. Sandra Patterson

Strategy, Initiative or Action	Lead Accountable Unit	Impact/Benefits and Outcomes	Next Steps	Status/Date of Completion	Resources Required
Improved Communications – “A Word from the President.”	Director for Office of Communications	Internal & External Community/Improved Communications/Updates on campus initiatives.	Coordination between President’s Office, EdMedia, and PR.	COMPLETED Fall 2008	Staff expertise in videotaping and compressing for use on website; and continuing to identify resources)
Implement an electronic Master Calendar (R25) to improve communication and coordination (schedule and facilities) for campus events across all constituencies.	Vice President for College Relations	Internal & External Community/Improved Communications/ Improves the level of service for all campus constituents.	Launch application and train constituents in summer 2009.	Fall 2009	MIT Communications Special Events
Identify internationalization outcomes.	Provost and Vice President for Academic Affairs	Faculty agreement on international outcomes for general education/ Establish direction for international initiatives.	Coordination between dean of undergraduate studies and Student Affairs.	Spring 2010	None

APPENDIX

- I. Spelman College Vision**
- II. Six Routes to Excellence**
- III. Institutional Goals Statement of Purpose**
- IV. Interdisciplinary Core Curriculum Learning Outcomes (General Education)**
- V. Steering Committee Members**
- VI. Priority Team Members**

Spelman College's Vision



II. Six Routes to Excellence

Six Routes to Excellence have been identified to provide the foundation for our students to connect knowledge and reflection in ways that result in action and productive preparation for life beyond Spelman. In this way, Spelman graduates will have the preparation to make the choices to change the world as they enjoy successful careers.

The First Route to Excellence is a rigorous liberal arts and sciences education as the foundation for students' learning and success beyond Spelman. The work toward this goal began with the revision of the curriculum in 2006 and has continued with support from The Mellon Foundation in the "Transforming Teaching and Learning: Interdisciplinarity and Connected Learning at Spelman College Project." It will be realized in the Spelman MILE that includes "high impact learning practices" consistent with those endorsed by the Association of American Colleges and Universities in their publication *High Impact Educational Practices: What They Are, Who Has Access to Them, and Why They Matter* by George Kuh (Washington, DC: AAC&U, 2008).

The Second Route to Excellence is the creation of a more empowering student experience, the Spelman MILE – **My Integrated Learning Experience**, a four-year liberal education curriculum that includes:

- First and Second Year Experiences and Seminars
- Common Intellectual Experiences
- Learning Communities
- Literacies Across the Curriculum
- Collaborative Assignments and Projects
- Undergraduate Research and Internships
- Diversity and Global Learning
- Service Learning, Community-Based Learning
- Leadership Model Emphasizing Different Types of Leadership (i.e., Thought, Ethical, and Service)
- MILEstone Courses and Projects Across the Curriculum
- Institutionalized Steps toward Graduate and Professional Study and Careers

The Third Route to Excellence is the integration of leadership into curricular and co-curricular activities. We will employ a leadership model that derives from the student's legacy, current life situation and future goals – all positioning students to become global leaders of leaders, learning to "lead from where you are."

The Fourth Route to Excellence is the creation of an environment that engages in inquiry, effective pedagogies, student and faculty reflection, self-assessment, and experimentation. The SpEl.Folio, Spelman's version of the e-portfolio, will serve as the primary vehicle for this fourth route to excellence that has identifiable points of inquiry, reflection, assessment, and/or experimentation in each of the four years.

II. Six Routes to Excellence (cont.)

The Fifth Route to Excellence is the re-affirmation of the College's commitment to assessment and the delivery of measurable outcomes. This commitment will permeate all units of the College and become embedded in all our processes.

The Sixth Route to Excellence is the development of the Spelman Millennial Professor. The Spelman Millennial Professor will conceive of teaching as a complex endeavor requiring continual engagement in disciplines, the incorporation of interdisciplinary scholarship, research, creative production, and effective pedagogies.

The Spelman MILE has two strategic components: the Empowered Student and the Millennial Professor. We envision the continued identification and adoption of best practices in teaching, learning, and technological advances, as well as in scholarship, research, and creative production. Our goal is to transform the student and faculty experience at Spelman College by integrating and connecting curricular and co-curricular experiences to provide students with the intellectual foundation, knowledge, skills, and competencies of a rigorous liberal arts and sciences education. The result will be the Spelman free-thinking woman who exemplifies continued intellectual growth, leadership, success, and service.

III. Institutional Goals Statement of Purpose

The institutional goals of Spelman College are intended to inspire our students to engage in intellectual and personal development that prepares them for graduate and professional school, the world of work, and for lifelong participation as local regional, national, and global citizens.

Spelman College educates women of African descent to:

1. Explore their lives, development, and potential for leadership through intercultural knowledge and civic engagement – local and global – in the context of social, intellectual, and political cultures.
2. Develop intellectual and practical skills for critical, creative thinking and analysis, including written and oral communication, communication in emerging technologies, quantitative literacy, information literacy, teamwork and problem solving, and ethical judgment.
3. Contribute to an environment of academic excellence by generating knowledge through exploration of human culture and the physical and natural world, and by engagement in community service and commitment to positive social change.
4. Develop mental and physical well-being, including self-confidence, compassion, pride, and hope, strength of character, ethical action, and love of learning.

IV. Interdisciplinary Core Curriculum Learning Outcomes (General Education)

The Spelman College interdisciplinary core curriculum enables students to:

- a. Demonstrate knowledge of the intersection of the intellectual traditions of women of African descent in the arts, humanities, natural and social sciences with those of diverse cultures.
- b. Apply skills of analysis and reflection to evaluate complex problems that transcend traditionally defined disciplinary boundaries.
- c. Use a variety of tools from the arts, humanities, mathematics, natural and social sciences to formulate questions and synthesize ideas central to these disciplines.
- d. Articulate ideas and communicate meaning through practiced use of language and voice.
- e. Demonstrate an understanding of different methods of inquiry drawn from diverse ways of knowing about the world.
- f. Pursue creative acts of expression and discovery informed by multiple disciplinary and interdisciplinary perspectives.
- g. Develop health and physical education competencies to support a healthy lifestyle.

V. Steering Committee Members

The following team members comprise the Strategic Planning Steering Committee. The Steering Committee’s roles and responsibilities included, but were not limited to, providing input and oversight throughout the strategic planning process.

- | | | |
|---------------------|----------------------|----------------------|
| Eloise Alexis | Arthur E. Frazier | Desiree Pedescleaux |
| Delores Barton | Helga Greenfield | Vera Rorie |
| Sylvia Bozeman | Beverly Guy-Sheftall | Jane Smith |
| Myra Burnett | Lisa Hibbard | Beverly Daniel Tatum |
| Johnnella E. Butler | Kevin Johnson | Sherry L. Turner |
| Arlene Cash | Alicia Lurry | Bruce Wade |
| William Cobb | Kai McCormack | Franita Ware |
| Bernadette Cohen | Akua McDaniel | Nicole Wesley |
| Cathy Daniels | Faye Milner | Daryl White |
| Tomika DePriest | Opal Moore | Andrew Williams |
| Robert Flanigan | Sandra Patterson | Karla Williams |

VI. Priority Team Members

The following team members comprise the priority teams who collaboratively developed the detailed strategic action plans for each priority area. The strategic action plans included the development of a goal statement; defining the vision for success, planning parameters and outcomes in each area; and establishing objectives, strategic initiatives and action items to achieve success.

Strengthen the Academic Core

Leaders:	Johnnella E. Butler	Jeffrey Ehme
Members:	Geneva Baxter Blanche Bryant Myra Burnett Jamilla Canaday Russell Edgerton Veta Goler	Dana Pride Jones Sheres McKenzie Seinua Musa Vera Rorie Jack Stone Albert Thompson

Strengthen the Constituent Core (Best-in-Class Constituents)

Leaders:	Arlene Cash	Tracy Benning
Members:	Miriam Archibong Harold Bell Stuart Burgdoerfer Chandra Chambliss William Cobb Bernadetter Cohen Laura English-Robinson	Diana Glad Ave Marshall Faye Milner Michael Rhodes Romie Tribble Karla Williams Sylvester Williams

Strengthen the Campus Infrastructure and Learning Core

Leaders:	Sylvia Bozeman	Sherry L. Turner
Members:	Walter Allen Dan Bascelli Ayoka Chenzira Joanne Chu Sean Fling Art Frazier Stephen Knadler Frederick Langhorst	Ingrid Lassiter Kai McCormack Chandra McCrary Lily McNair Mona Phillips Brenda Rogers Nicole Wesley

VI. Priority Team Members (cont.)

Strengthen the Community Core (Community Engagement and Development)

Leaders:	Jane Smith	Sandra Patterson
Members:	Ashley Bailey Steve Bowser Rosalind Brewer Brenda Dalton Tomika DePriest Robert Flanigan Derrick Hylton Shelese Lane	Anthony Otey Marshalita Peterson Harriette Pierre-Lewis Nagambal Shah Tarshia Stanley Bruce Wade Harriette Watkins

Strengthen the Operational Core (Operational and Organizational Excellence)

Leaders:	Cathy Daniels	Lisa Hibbard
Members:	Delores Barton Steve Bowser Arlene Cash John Cunningham Fred Fresh Khysanthia Gillyard Helga Greenfield Rhonda Honegan	Yvonne Jackson Jackie James Greta Kelley Opal Moore Tinaz Pavri Desiree Pedescleaux Jayla Randleman

Strengthen the Financial Core

Leaders:	Danny Flanigan	Akua McDaniel
Members:	Eloise Alexis Sylvia Bozeman Brenda Dalton Victor Ibeanusi Rosa McQuay Lorraine Savoy	Carmen Sidbury Christine Sizemore Ronda Stryker Ella Washington Daryl White



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