

The Plan for Mount Holyoke 2003



APPROVED BY THE
MOUNT HOLYOKE COLLEGE
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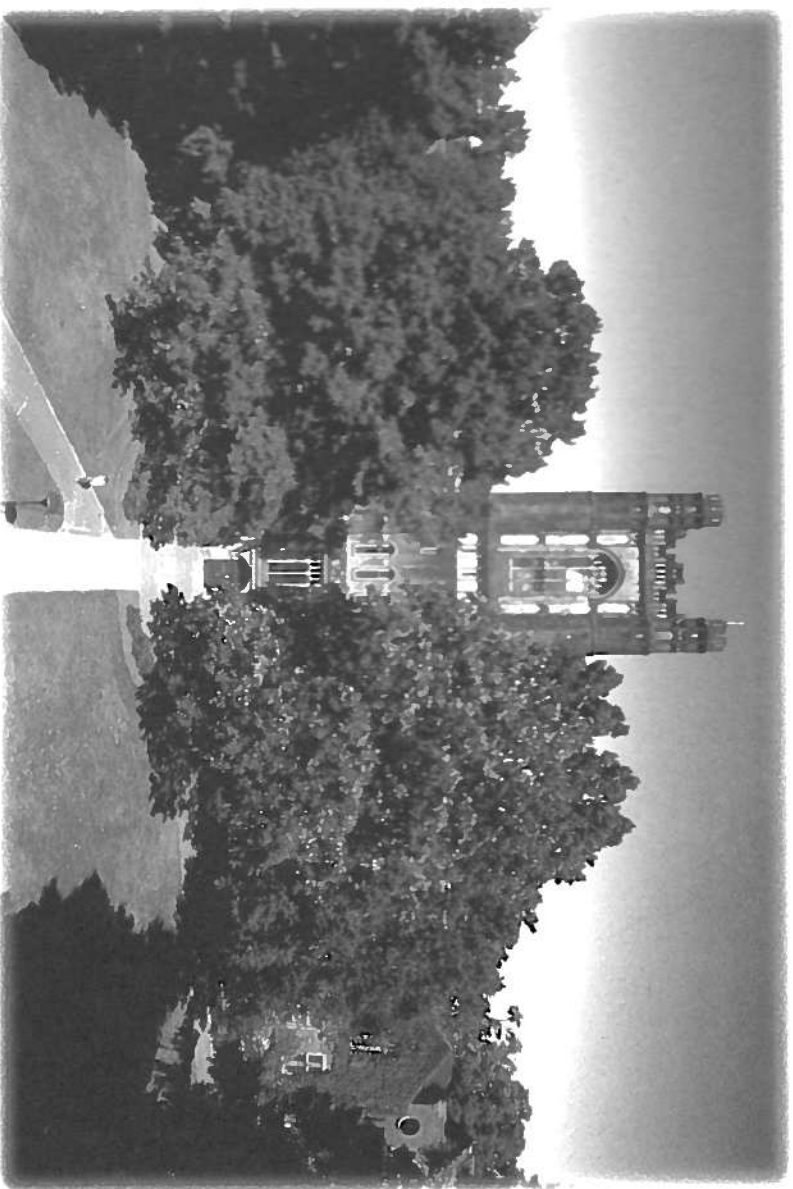


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I. The Plan for Mount Holyoke 2003

This is an auspicious moment in the history of Mount Holyoke College. Looking back, we celebrate this year the 200th anniversary of the birth of our founder, Mary Lyon, and the 160th anniversary of the founding of the College. Looking forward, we reaffirm our central purposes and call on our community of students, alumnae, faculty, and staff to prepare the College for the challenges of the next century.

Last February, President Creighton asked all members of the community to reflect on the strengths and weaknesses of the College, to consider the challenges and opportunities before it, to clarify its mission and priorities, and to help formulate an ambitious agenda for the coming six years. The response has been heartening.

The College Planning Task Force, comprising the Educational Priorities Committee (EPC) and the Senior Staff, has learned a great deal from this highly collaborative process. Two widely circulated early drafts of this document engendered innumerable conversations, meetings, and forums, and extensive correspondence. The Task Force has worked to distill the fruits of this process into a comprehensive yet succinct and workable final plan. The document contains the thoughts and words of students, faculty, alumnae, and trustees: it embodies a collective sense of responsibility for the future of the College.

In recent years fears that the College's market position and prestige had dropped, and that budget pressures would weaken the quality and competitiveness of the educational program, have caused concern, at times alarm, within and beyond the College walls. Part of the work of the Task Force has been to look at and report candidly on these conditions. This report contains details of its findings.

The College indeed confronts serious challenges. Nonetheless, the discussions of this past year have made clear just how remarkable the College's assets are. As we articulate goals and objectives in the *Plan* for the next six years designed to strengthen Mount Holyoke in the future, we do so with keen recognition of how fortunate we are in what has been handed down to us by our predecessors.

This legacy includes a long-standing reputation as one of the finest liberal arts colleges in the country; a profound commitment to the College's welfare by a dedicated Board of Trustees, a distinguished faculty of scholar/teachers, talented and idealistic students, skillful and committed staff, and more than 29,000 loyal alumnae; an extraordinarily beautiful campus and well-maintained physical plant; enriching affiliations within the Five Colleges; and a substantial endowment, impressive record of investment performance, and successful record of fund-raising.

At the heart of this legacy is our historic mission. A passionate, widely shared belief in its continuing power and relevance binds us together in common cause. Mount Holyoke is the oldest continuing institution of higher education for women in the country, and since its founding it has been a pioneer and leader in the worldwide education of women. While the College has changed and evolved over the years, what has remained constant is its dedication to the transformative power of liberal arts education and the transformative power of women in the world. To a remarkable degree the emphases put forward in this document are modern-day extensions of Mary Lyon's ideals.

To accomplish this mission the College has from the outset fostered the rigorous pursuit of academic excellence, close mentoring relationships between faculty and students, and the development of skills for lifetime learning and leadership. Its current curriculum, marked by innovation, scholarly inquiry, and the interplay of disciplinary and interdisciplinary studies, continues those historic commitments in the radically changed and changing late twentieth-century academic world.

From its founding the College has been open to groups otherwise excluded from the opportunity for higher education—most notably, women, and especially economically disadvantaged young women. Since 1837 the composition of the student body, faculty, and staff has grown increasingly diverse. A female seminary which began by serving young white Protestant women from New England came to enroll Catholics as well as Protestants, African Americans as well as whites, Jews as well as Christians. Students came from farther afield in the United States, and eventually from abroad. From the beginning open to the poor as well as the affluent, the College began to enroll the daughters of new immigrants who worked in the mills. In the decades since 1960 the student body has been enriched by more women of color, including growing numbers of Latina and Asian American women, as well as by much larger numbers of women from abroad. And with the development of the Frances Perkins program, the College enrolled women beyond traditional college-going age.

This history of progressive inclusiveness has, to be sure, been an imperfect one: A College that pioneered in opening the doors of higher education to women has in the past denied admission to, or admitted but not accorded full Mount Holyoke citizenship to, some groups. Increasing diversity must be an essential part of our commitment to academic excellence and our ambition to serve women within a national and international community. We have an opportunity, on this beautiful campus, to build a community that works amid countless examples throughout the world of communities that fail.

The goal for the new century must be to build an inclusive community of students, faculty, and staff predicated on respect for intellectual and creative freedom, critical inquiry, personal honor, ethical discernment, and responsibility. Amid multiple voices and modes of discourse, we must find points of intersection and dialogue. We must encourage openness and candor, dialogue and debate, and the creative engagement of all constituencies in building a genuine community. Community, as defined by the *Student Handbook*,

is a dynamic condition, difficult and necessary to achieve, reached by active synthesis; by the consensus of free wills and free intelligences agreeing to pursue objectives in common, in an atmosphere of general sympathy, forbearance, respect, and trust. When such conditions prevail, there should be little occasion for coercion or violence, or for punitive response, and the very occurrence of such action will suggest that the community has failed, at least for the time, to achieve its common purposes. Ultimately the quality of life in the College is the property of the conscience of all its members.

Participation in this kind of community is a major way in which students grow personally and intellectually. As Professor Penny Gill has explained: “Mount Holyoke students claim this space, the college, as their own. . . . It is precisely this sense of space, this sense of spaciousness, of ownership, of their right to bring all of their talents and aspirations and insights (critical and otherwise) into this place, that is probably the most powerful enabling and challenging dimension of women’s education, of being at a women’s college.” Being “at home” in the College frees students “to claim their own voices, claim their own educations, and assume their rights to participate fully and to shape and lead and critique their own community.” (Letter to EPC, Oct. 24, 1996) Given the extraordinary growth in the diversity of knowledge, perspectives, and students represented in the College in recent decades, it is remarkable how many students find their educational experience profoundly “integrative” and “holistic” in the way it helps to bring their personal selves, social lives, quests for meaning, and academic training into harmony.

With such assets, such deep consensus about the essential purposes of the College, and such demonstrably successful educational results, we have a strong foundation upon which to build the Mount Holyoke of the future. Yet, as we look toward that future, we should neither underestimate the challenges we face, nor ignore the opportunities we have to leverage the fortunes of the institution through concerted and strategic action.

Mission

Mount Holyoke College reaffirms its commitment to educating a diverse community of women at the highest level of academic excellence and to fostering the alliance of liberal arts education with purposeful engagement in the world.

This mission comprises five key interdependent elements: excellence, the liberal arts, diverse community, women’s education, and engagement in the world. These by no means tell the whole story of Mount Holyoke, but they are the central terms and should be the foundation for plans for the future. Therefore, between now and 2003, let us concentrate our energies on:

1. Excellence. We will aspire to the highest standards in all that we do and will be particularly steadfast in our commitment to distinguished scholarship and teaching and to the rigorous pursuit of academic excellence.

2. The Liberal Arts. We will continue to preserve the liberal arts tradition, to embrace new forms of knowledge, and to offer Mount Holyoke students an education that responds to the needs and challenges of the twenty-first century.

3. Diverse Community. We will seek to build a community which celebrates cultural, ethnic, and religious difference, as well as those human qualities which we all hold in common. We are dedicated to increasing the diversity within our faculty, staff, and students and to creating an environment that is free of prejudice and bigotry.

4. Women’s Education. We will continue our historic role as a world leader in women’s education.

5. Engagement with the World. We will continue to graduate students with the means and inspiration to use their educations as powerful instruments of human transformation: women who use their education to lead, participate, and serve, and who, as alumnae, are actively involved in the life of the College.

In order to support this mission, we identify the following educational principles and challenges.

Educational Principles and Challenges

Recognizing that academic excellence must be the sine qua non of our identity, we must give priority to the academic program in institutional planning and resource allocation.

In affirming our commitment to liberal arts education, we challenge ourselves to extend our understanding of liberal learning by reflecting self-critically upon the shape of the curriculum and its relationship to what students should know as a foundation for useful and meaningful lives in the twenty-first century.

Valuing curricular innovation and the College’s rich array of disciplinary and interdisciplinary programs in the arts, humanities, social sciences, and sciences, we challenge ourselves to strengthen the curriculum and achieve maximum efficiency in the use of faculty time and resources.

Given the radical transformations of higher education effected by the coeducational movement and the intellectual ferment engendered by the women’s movement of the past thirty years, we challenge ourselves to reimagine and redefine women’s education, and to augment Mount Holyoke’s leadership role in the examination of global issues affecting women.

These principles and challenges—and actions designed to respond to them—are elaborated in the *Discussion* section of this document.

To carry its mission forward into the next century, the College must rigorously relate its educational priorities to its central mission: invest its resources—human, physical, technological, and financial—in things that most clearly realize its mission; and do so while moving steadily and rapidly towards financial equilibrium.

While we have an excellent faculty, a rich curriculum, and a talented staff, we must strengthen what we do well, develop new programs and initiatives, and

overcome self-created conundrums, such as attempting to do too much with too little or competing among ourselves for limited resources instead of promoting integrative and collaborative efforts.

We must articulate a clear and compelling case to prospective students for Mount Holyoke's distinguished place among strong liberal arts colleges and for the value and relevance of a college for women. This we must do in the face of stiff competition for excellent students and, since the movement in recent decades of so many formerly men's colleges to coeducation, a decreased interest on the part of many young women in considering a college for women. We should be confident enough in our distinctive strengths to welcome the question of why Mount Holyoke is a college for women.

We must improve the vitality of campus life and community, and make the Five Colleges an exemplary model of cooperation for the improvement of curricular range, intellectual life, and cultural and social events. We must draw alumnae into lifetime reciprocal relationships with the College. And, finally, we must actively participate in local, state, national and international issues, in order to fulfill the important role liberal arts colleges and universities play in generating the intellectual capital of our society and in building its economic, cultural, humanistic, and ethical character.

New Initiatives and Emphases

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The College has a rich history not only of education and service but of responding to changing times. At a time when careful attention to resources is essential, the College must continue to evolve, initiate, and lead. Within the educational program in the broadest sense, we recommend the following new initiatives or significantly expanded emphases, listed here and explained at greater length in the *Discussion* section:

- 1. Establish a Center for Leadership and Public Advocacy.**
- 2. Institute a Program in Speaking, Arguing, and Writing.**
- 3. Promote environmental literacy, research, study, and responsibility.**

- 4. Increase linkages between liberal arts education and engagement with the world.**
- 5. Involve alumnae more fully in the life and work of the College.**

Strengthening Existing Dimensions of the College

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In addition, we recommend that during the next six years the College should give concerted attention to the objectives listed below. We single out these dimensions of the College for a variety of reasons, including building on strengths, redressing weaknesses, drawing on synergies and complementarities in curricular and cocurricular areas, and sharpening the messages we send out about the institution. We do not wish to imply that these areas should be uniquely favored with resources, or that lack of mention of any other dimension of the College should denote lack of support.

- 1. Embrace diversity and build an inclusive community of students, faculty, and staff.**
- 2. Build on the long-standing internationalism in our curriculum and our community.**
- 3. Support excellence and innovation in the sciences and strengthen linkages among these fields and with others in the curriculum.**
- 4. Encourage greater integration of the performing and expressive arts in the curriculum and College life.**
- 5. Explore the creative use of information technology in learning and teaching.**
- 6. Develop a more competitive and visible athletics program.**
- 7. Foster vitalized student leadership, campus life, and support services.**
- 8. Expand linkages with the Five Colleges.**
- 9. Explore new curricular programs.**

Enrollment Planning

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In undertaking the actions outlined above, we will strengthen already strong curricular and cocurricular programs in order to secure heightened recognition

and visibility, to improve our admissions profile and retention rates, and to increase net tuition revenues.

Success in meeting our enrollment and financial goals is vital to securing our future as a distinguished liberal arts college for women. Only a realistic recognition of the crucial character of this effort, and a clear-eyed sense of what we are up against, will allow us to mobilize the energies that will enable us to succeed.

The financial aid budget of the College has increased dramatically, from \$6.5 million in 1986–87 to a budgeted \$21.4 million in 1996–97. This compounded growth rate of more than 12.5 percent has pushed the College into a structural deficit. We must achieve demonstrable improvements in selectivity, diversity, quality indices, and retention rates, while at the same time building net tuition revenue at a rate sufficient to allow us to achieve financial equilibrium at the end of the planning period.

We are buoyed by the considerable improvement in the College's position in recent years, with steady growth in applications and quality indicators since the late 1980s, including a 13.5 percent increase in applications this year. Moreover, the work of the Task Force on Admissions and Financial Aid has helped focus the policy options available as we seek to build net tuition revenue. The College will continue to invest heavily in financial aid in order to secure a student body that is academically excellent and racially, socioeconomically, and culturally diverse, but it must adjust its policies and practices to bring down the tuition discount to a more sustainable level over the six-year period of the *Plan*.

In order to accomplish these objectives, we must increase our visibility, hone our messages, and find strategies that will increase our competitiveness. In a major reorganization, the President is bringing together the offices of communications, admission, financial aid, as well as institutional research efforts under a new Dean of Enrollment in order to effect greater synergies among these operations and to help focus our collective efforts on presenting the programs and opportunities afforded by a Mount Holyoke education in the most favorable light.

We are moving forward aggressively to refine our strategies and have developed specific targets and benchmarks in the area of enrollment planning. As described under *Enrollment Planning* in the *Discussion* section of this document, our basic goals are to

- 1. Secure heightened institutional recognition and visibility.**
- 2. Strengthen the admissions profile.**
- 3. Increase the diversity of the student body.**
- 4. Improve the retention rate.**
- 5. Provide substantial financial aid while increasing net tuition revenue.**

The most important element of our enrollment planning effort is the implementation of the mission, priorities, and initiatives described in this *Plan*. The positive effect of clear and focused activity in support of common goals should not be underestimated.

Resource Management

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Our high aspirations for a re-centered and re-energized Mount Holyoke must be accomplished within constrained financial circumstances. In recent years the College has had to draw too heavily on its endowment, maintain its reserves at too low a level, and invest less than it should in new equipment and upkeep. The College faces rising expectations about the provision of programs and services and diminishing ability or willingness on the part of families to pay rising costs of tuition and fees. Responsible institutional stewardship requires holding down tuition levels while at the same time controlling escalating costs of financial aid, which are threatening the long-term fiscal health of the institution. Indeed, the rising cost of institutionally funded financial aid has been the single most significant feature of the College's changing financial situation over the past decade.

To achieve our educational goals and to maintain the College's strength for the future, we commit ourselves to a disciplined course of actions designed to achieve financial equilibrium by the year 2003. We must do so without losing our ability to innovate, to respond to unfore-

seen educational or economic developments, and to attract excellent students from diverse backgrounds.

In particular, we must be more prudent with the endowment; reduce expenditures without hurting core College activities; generate more revenue from tuition and fund-raising; and direct new spending to certain crucial new and continuing areas.

Building upon past success in fund-raising, the College needs to reach even higher levels of achievement. We will ask alumnae, friends, and supporters to join an ambitious comprehensive campaign, coterminous with the six years of this *Plan*, designed to secure the resources needed to strengthen the College's position as a premier liberal arts college for women.

We outline here our resource management goals; fuller explanations appear in the *Discussion* section:

1. **Achieve fiscal equilibrium by 2003 through a variety of specific steps, including substantially reducing the tuition discount and decreasing endowment reliance to no more than 5 percent of the moving average market value.**
2. **Contain administrative costs and eliminate nonessential programs and services while fostering and rewarding high levels of staff effectiveness.**
3. **Protect physical assets by adequate maintenance.**
4. **Invest in technology and facilities needed for excellent education.**
5. **Conduct an ambitious, broadly based comprehensive campaign.**
6. **Evaluate progress by using benchmarks and other assessment measures.**

In sum, drawing on the creative energies and commitment of the entire community, we need to focus on central purposes and to commit ourselves to an ambitious agenda, at the same time that we are attuned to changing times, savvy about positioning ourselves in the market, effective at managing and garnering institutional resources, and vigilant and clear-sighted about assessing progress.

II. Discussion of the Goals of the Plan

Primarily for internal use and as background for our decennial reaccreditation, this section of the document provides a fuller discussion of goals articulated above. It outlines, within broad areas of the College, principles and priorities to guide institutional development over the next six years and some specific actions and intentions designed to help realize them. This is not an all-inclusive list of what we might do to build strengths, redress weaknesses, and advance the fortunes of Mount Holyoke. Planning must be an organic and ongoing process. Nonetheless, we hope that this discussion will provide a framework to guide our actions over the next six years and will engender continuing creative institutional thinking.

A Educational Principles and Challenges

In support of academic excellence, we recommend giving priority to the academic program in institutional planning and resource allocation.

From its inception Mount Holyoke has been a community of learning marked by adventurousness and by the highest standards of scholarship and intellectual integrity. Bringing students into this community and helping them develop as active and rigorous learners is what the College exists to do. To accomplish these purposes the College needs a faculty of active scholars and researchers with a deep commitment to teaching, student-support professionals dedicated to enabling each student to realize her potential, and a physical and social environment that promotes discovery and communication of knowledge.

We recommend that the College provide robust support for academic programming, facilities, and infra-

structure; maintain competitive faculty salaries and a low student-faculty ratio; and establish a fund to support initiatives of this *Plan*.

Giving priority to academic excellence means ensuring that faculty are not only disseminators of knowledge but deeply involved in its discovery, testing, and creation. Other important goals and priorities in support of academic excellence include: redefining faculty appointments and procedures for evaluation, supporting curricular innovation, improving teaching, supporting research, improving intellectual exchange among faculty, furthering the College's goals of sustaining and enhancing diversity, and recognizing faculty accomplishments. (See *Appendix: Faculty Resources*.)

In affirming our commitment to liberal arts education, we challenge ourselves to extend our understanding of liberal education by reflecting self-critically upon the shape of the curriculum and its relationship to what students should know as a foundation for useful and meaningful lives in the twenty-first century. As part of this assessment, we ask the Faculty to consider desirable learning outcomes or "literacies" we wish to promote through liberal learning. In the forums the EPC held during the fall of 1996, many faculty members suggested defining educational goals with a focus on what students learn rather than on what faculty require. The metaphor of "literacies" emerged as a useful way of characterizing such goals or outcomes. Building on these discussions, we have developed a tentative and provisional list of literacies, which we have offered to the Academic Policy Committee for its consideration and discussion.

Valuing curricular innovation and the College's rich array of disciplinary and interdisciplinary studies in the arts, humanities, social sciences, and sciences, we challenge ourselves to conduct an evaluation of the curriculum that leads to greater levels of efficiency in use of faculty time and resources.

With forty-seven distinct majors offered by more than forty departments and programs, the curriculum

now encompasses a broader array of majors, minors, and courses than the College can sustain at high levels of excellence with available resources. Too much faculty time is devoted to managing multiple curricular entities and to negotiating with faculty colleagues or the Dean for small amounts of teaching time. Inevitably, time devoted to managing and negotiating reduces time for core faculty responsibilities. The College must find a better balance in order to sustain the level of educational excellence both faculty and students rightly demand, and to assure that faculty have time for their nonteaching professional responsibilities.

Our curriculum is distinguished by an unusually lively mix of traditional and innovative courses and majors and minors, grounded in an equally varied mix of departments and interdepartmental programs. The capacity to innovate that both creates and arises from this variety is one of the College's greatest strengths. However, excellence and innovation can best be sustained when human, financial, and physical resources are appropriately balanced with teaching, advising, and scholarly and artistic commitments. After a decade and a half of rapid and productive change, the Faculty should consider how to achieve and maintain this balance.

We recommend that the Academic Policy Committee (APC) and the Committee on Faculty Allocation (CFA) coordinate their responsibilities, or have their responsibilities combined, to carry out this work. Both committees, which have already begun working together, should recommend to the Faculty Conference Committee (FCC) a sustainable arrangement for their coordination or integration that can be approved by the Faculty.

Given the radical transformations of higher education effected by the coeducational movement and the intellectual ferment engendered by the women's movement of the past thirty years, we challenge ourselves to reimagine and redefine women's education, and to augment Mount Holyoke's leadership role in the examination of global issues affecting women.

It is not enough simply to carry on with our 160-year legacy; we need self-critically to assess our educational practices and evaluate the achievement of our students against the gains being made by women in society. In our self-assessment we should not ignore the distinctive nature of the overall educational experience that is part of being a college for women.

Building upon the significant research and teaching interests in the study of gender of many faculty both inside and outside the Women's Studies Program (and supplemented by the Five College Women's Studies Research Center located on our campus), we encourage the development of multiple perspectives on gender and women in all appropriate areas of the curriculum.

The Center for Leadership and Public Advocacy (proposed later in the *Plan*) should help augment our efforts to make the College a center for forums on global issues of women's education and to forge collaborative relationships with other institutions and organizations devoted to women's educational and economic opportunities.

We should continue to have a large proportion of female faculty and staff and seek out ways to support the aspirations and ambitions of women, especially those who come from disadvantaged and challenging circumstances.

B New Initiatives and Emphases

1. Leadership and Public Advocacy

We will establish a Center for Leadership and Public Advocacy. The Center will build on Mount Holyoke's historic commitment to fostering active citizenship and will strengthen the College's role in preparing women for lives as leaders and agents of change in their chosen professions and communities.

The Center will initiate, facilitate and coordinate activities integrating critical analysis of public policy issues, development of argumentation and writing skills, work experience in the public sphere, and student learning from successful leaders. In its work, the

Center will collaborate closely with academic programs, the Career Development Center and other administrative offices, the Alumnae Association, students, and alumnae. Each year the Center will choose a particular policy issue as the primary theme of its activities.

- Every other year, the Center will host a prominent symposium on its theme policy issue, bringing together preeminent scholars and practitioners in the field.

- Working in conjunction with the Program for Speaking, Arguing and Writing, the Center will support and promote policy-related courses across the curriculum.

- The Center and Program will develop and offer workshops in related skills during the semester and in January.

- The Center will promote learning by example and experience through internships, community-based learning, and a Women's Leadership Series that will bring to campus women leaders (including alumnae) recognized for their success in the public sphere, to give talks and master classes in leadership, and to serve as mentors to students and resources to faculty.

- The Center will host an annual two-week workshop on leadership in public policy for high school students focusing on the year's theme. This workshop will be publicized nationally, and applicants will be carefully selected. This initiative will assist our efforts to deliver messages about Mount Holyoke's strengths to young women throughout the country and the world (see *Enrollment Planning*).

2. Speaking, Arguing, and Writing.

The College will inaugurate a Program in Speaking, Arguing, and Writing. This program will emphasize the critical thinking, speaking, and writing skills that are fundamental to excellence across the disciplines, and that are necessary for women to play assertive and articulate roles in their professions and communities.

The development of these skills is at the center of the educational mission of the College, and intersects

every aspect of the curriculum. Consequently, the Program will draw on the commitment of the faculty in order to generate high visibility and broad participation.

The Program will support both continuing and innovative efforts by faculty to engage students more fully in communicating what they are learning. It will work with faculty to develop course components in existing and new courses across the curriculum; offer workshops and other events; and broadcast information on activities, courses, resources, and issues that concern speaking, arguing, and writing. It will be intellectually engaging for both students and faculty, connect to all subjects taught in the College, and influence each student throughout her time at the College, and beyond.

In order to accomplish these goals, the Program will

- Extend the scope and mandate of the existing Writing Center.

- Work with the faculty to define curricular requirements.

- Work closely with the Center for Leadership and Public Advocacy to provide a focus for the development of skills in speaking, arguing, and writing.

- Coordinate with Library and Information Technology Services, whose concerns intersect both ends of the processes of speaking, arguing, and writing. The library helps students to develop the materials that go into the process of writing and speaking; computing and information technology assists and shapes the production of compelling writing and speech.

- Offer workshops for faculty that will support them in developing students' critical thinking, writing, and speaking skills, without having those efforts overwhelm other disciplinary goals.

- Offer workshops for students that will focus on sharply defined aspects of speaking, arguing, and writing.

- Develop technological resources to assist the teaching of writing both in and out of the classroom, and to enable students to create and evaluate presentations.

- Establish and maintain a high visibility for the program and its activities.
- Cultivate ties with other established writing programs, and serve as a model and a resource for other institutions that are working to develop programs in speaking across the curriculum.

3. Environmental Education and Literacy

Recognizing that informed decision making about regional and global environmental issues is crucial to responsible citizenship and leadership, we recommend making environmental education and literacy a College priority. Such an emphasis would encourage personal and professional activities to improve environmental literacy and awareness, generate scientific knowledge, guide public policy, and encourage students, faculty, and staff to advocate and effect social change to improve the environmental health of our community and our world.

The environment is more than a stage or backdrop for human actions; it is a participant, a determinant, a force, a consequence. Environmental literacy requires a basic understanding of how the natural world operates, of how it has been modified by human activities, and of how it has influenced human activity and development through time. Solutions to many international problems require an understanding of interactions between human institutions (e.g., economies, class and gender systems, political organizations, cultures, science and technology) and the natural systems that provide their contexts.

Given the College's unique and historical strengths in women's education, internationalism, and public service; high student interest in courses and majors with environmental content; faculty with research and/or teaching interests in environmental topics; and the College's 800 acres of rural land and fine botanical garden, there are many opportunities to make Mount Holyoke the center of excellence for environmental education and literacy in the Pioneer Valley.

Goals. A focus on the environment will foster collaboration and intellectual exchange across the disciplines, and encourage community outreach. It will help students connect academic studies and real-world issues, discover role models and career directions, see the value and importance of the integration of knowledge from different disciplines in community or public affairs, and develop some of the intellectual and practical tools and knowledge that will enable them to participate effectively and positively as citizens.

Curriculum. To lay solid foundations for environmental literacy, faculty should coordinate discipline-based courses that bear on environmental issues, increase the environmental content of other courses, and explore community-based or experiential learning opportunities. We recommend sustaining the interdisciplinary Environmental Studies Program, unique among the Five Colleges.

Cocurricular Activities on Campus. We invite the College community to use the College's woodlands, farmlands, streams, lakes, and campus properly as a base for cocurricular activities. The College should involve students in activities and policy discussions that have environmental implications. We should develop campus work-study and internship opportunities to help students learn about the complexity of policy choices related to managing the campus. Linked curricular and cocurricular projects could include an inventory of campus natural systems, ethnobotanical study, historical analysis of land use patterns, and establishment of guided nature trails.

Facilities. We ask the Environmental Studies Committee and interested faculty, students, and staff to develop a plan for using the College's land and Long's Farm (a College-owned parcel of land adjacent to the campus), in particular, for student research and curricular activities. Supporting environmental study should also be considered in the assessment of science facilities needs that is under way.

Linkages to the World. With the assistance and advice of alumnae and community organizations, we should expand environmental internship opportunities and career-exploration projects in such areas as land use planning, habitat change and regional bio-

diversity, solid waste disposal and recycling, energy conservation, environmental advocacy, public education, advocacy, law, and outdoor recreation.

Campus-based community activities could include nature walks, environmental workshops, or hands-on research experience for children. The Center for Leadership and Public Advocacy should develop environmental literacy programs, forums, community workshops, and larger conferences on environmental issues.

Community Responsibility. We propose that the College, wherever feasible, should engage in environmentally sound practices and demonstrate environmental responsibility beyond the campus gates.

4. Liberal Arts and Engagement in the World

Mount Holyoke should promote educational linkages between the liberal arts and the world of work and civic engagement. The

College now has a variety of curricular and cocurricular structures to support linkages between the curriculum and the world beyond the gates. Some, such as internships, have a long history; others, such as community-based or experiential learning, are recent experiments that appear promising. We suggest that the APC, either itself or by delegation to another group, look at the multiple ways in which we are creating linkages and think through how the College can make efficient and coordinated use of resources to enhance this educational priority.

In the discussion of linking liberal arts to professional and civic contexts, we suggest that we use a wonderful resource, our alumnae, and that the following ideas be examined:

Beyond the Gates Activity. We ask the Faculty to consider requiring each student to participate in and write reflectively about an internship, career exploration project, a course using community-based learning, significant volunteer work, an administrative internship on campus, or study abroad.

Internships. We propose building on the College's strong array of internship opportunities linked to academic programs by:

- instituting the APC's recommendations that funded internships be expanded and that "the present sum-

mer internships and January career exploration projects [might] be even more closely connected to classroom work, and [that] internship opportunities during the academic year . . . be created as additional options";

- exploring possible connections between internships and community-based learning;
- awarding funds for research assistantship on campus, paid internships elsewhere, or other off-campus work to outstanding first-year students;
- and implementing the new administrative internship program whereby selected students work within the Mount Holyoke administration.

Student Employment. We encourage the further development of work-study as a meaningful learning/internship experience. We ask the Committee on College Life and Advising to find ways of making work-study more valuable as a learning experience.

January Term and the Summer. We urge fuller use of January term and summer for short courses designed to enhance important work and life-enhancing skills for students, alumnae, and staff: e.g., computer competencies such as using spread sheets and Web pages; speaking; writing; media training; auto mechanics; financial planning, etc.

5. Alumnae

Recognizing that a Mount Holyoke education can be applied and amplified throughout a lifetime and that alumnae are among the College's most valuable resources, we recommend involving alumnae more fully in the life and work of the College.

To that end the College should

- continue to strengthen the essential relationship with the Alumnae Association and coordinate alumnae programming and communication in order to cultivate lifetime associations of alumnae with the College;
- afford a variety of educational opportunities both on and off campus to alumnae at different life stages which would provide reciprocal lifelong learning opportunities;

- invite alumnae with expertise and experiences of educational value to the College to aid us in curricular and cocurricular work and key institutional initiatives, especially those regarding career planning, active engagement with the world, and the Center for Leadership and Public Advocacy;
- further involve alumnae in admissions, marketing, career planning, and development.
- heighten the visibility of alumnae in the world and the media so that the College's presence may be more palpable outside of its gates.

C Strengthening Existing Dimensions of the College

1. Diversity and Community

We recommend redoubling our efforts to enhance diversity and to make Mount Holyoke an inclusive anti-bias community that celebrates both commonalities and difference and prepares our students for life in a multicultural world.

Our lives are enriched and complicated by the implications of race, gender, ethnicity, and nationality. Operating in a world which continues to be affected by the legacy of racism, sexism, homophobia, and other kinds of discrimination, we know that the diversity we have attained, and aspire to increase, requires continual effort and diligence. We cannot take diversity for granted; we must act assertively and imaginatively both to open our gates and to welcome those who enter. And we must monitor our success and hold ourselves accountable for continuing progress.

Student Recruitment. Through vigorous and focused recruiting, we must draw to the College women of talent and achievement who insofar as possible reflect the racial, religious, ethnic, and economic diversity of the nation, as well as significant numbers of women from abroad. (See *Enrollment Planning*.) Students benefit tremendously from the diversity they encounter here. In an increasingly multiracial country, and an interdependent global economy, we have a responsibility to ensure that our graduates are able to move easily among a range of people in personal and

professional settings, understanding that we are enriched by our diversity as well as by our shared humanity.

Staff Recruitment. We must intensify our efforts to diversify our employee population, especially in managerial positions, and take affirmative action to draw into the applicant pools for vacant positions people from a variety of racial and ethnic backgrounds. (See *Resource Management: Working with Common Purpose*.)

Faculty Recruitment and the Curriculum.

Our curriculum must richly reflect the varied cultures of our world and the multiple, contested, and continually changing modes of discourse about those cultures. To help assure that a diversity of perspectives is available in educational debate at Mount Holyoke, we want to bring to our campus women and men from groups underrepresented on our campus and in U.S. academic life. We must maintain a steadfast commitment to affirmative action and seek to improve substantially the number of minorities and women in tenure and tenure-track positions on our faculty.

Moreover, for some years, Mount Holyoke has supported a Five College Minority Fellow on our campus each year. These Fellows, ordinarily near the end of their doctoral work, use the fellowship year to complete their dissertations and also teach one course in the department or program of which they become a member. Some have become continuing members of our faculty. We recommend that the College support two Minority Fellows each year. Furthermore, short-term appointments should from time to time be offered to notable women or minority scholars or practitioners who may not be candidates for continuing positions at Mount Holyoke, but whose expertise will be of value to our students and faculty.

Sometimes, such visitors might be affiliated with the Center for Leadership and Public Advocacy.

Diverse Community. Building an inclusive community requires openness, candor, and the constructive and creative engagement of all constituencies. Although diversity can be measured by observing ascriptive characteristics, neither our culture nor our campus agrees on a common vocabulary for discussing individual or group identity. Inevitably and

appropriately, members of the College community will debate categories, terminology, values, and goals. While we know our debates about difference sometimes divide us, our respect for difference must unite us.

2. International Contexts

We recommend building upon the rich international dimensions of our institutional history, curriculum, educational experience, and community and underscoring our commitment to preparing students for leadership roles in a global economy and a world of politically interdependent nations. Political developments and rapid globalization of economies require critical and creative thinking about problems that transcend national boundaries such as the environment, the position of women, and the persistence of acute poverty and violent conflict. Our dedication to worldwide women's education provides a compelling rationale for strengthening the College's leadership in the study of international affairs.

The Curriculum and the Faculty. We recommend sustaining the College's traditional strengths in foreign languages and cultures, history, economics, international relations, sociology and anthropology, and regional and ethnic studies. We will also encourage a strong international presence among our faculty.

International Students. We recommend maintaining a significant population of international students, who enrich the College community academically, socially, and culturally.

Study Abroad. Recognizing the importance of study-abroad to many students' academic experience, the Committee for International Students has recommended a number of measures designed to allow access to as wide a range of study abroad opportunities for as many students as possible. Their recommendations include increasing financial aid monies competitively available for study abroad; aggressively recruiting full-paying international visiting students; establishing more exchanges with universities abroad (one-for-one exchanges in which students pay tuition

to their home institution and financial aid is portable); fund-raising to support study abroad; leveling the playing field for participation in study-abroad; and working to increase the number of paid international internships. We endorse these recommendations and note that progress has already been made in the last year in some of these areas, such as the establishment of new exchange programs with universities abroad, while significant work is needed in other areas. We further recommend as a guiding principle that study-abroad opportunities should meet rigorous academic standards in a cost-effective and efficient manner.

Organization. To meet these goals we support having a member of the faculty as Dean of International Affairs. The Committee for International Students should be renamed to reflect its expanded role, should include students and be chaired by a faculty member, should revise and develop study-abroad policy, and report annually to the Faculty. The Committee should be involved in decisions about financial aid for study abroad.

3. The Sciences

Consonant with our pioneering role in the sciences, we recommend support for excellent and innovative science programming and special attention to linkages among the sciences and with other areas of the curriculum and to facilities needs.

Strong science instruction is predicated on faculty who are active researchers and who, insofar as possible, involve students in their research, and on undergraduate and faculty access to first-rate equipment and facilities in the fields central to our faculty's teaching and research. In addition, we wish to support several principles, described below.

Much scientific research addresses questions that arise at the boundaries among the traditionally defined departments. While respecting the value of departmental structures, we need more permeable boundaries to create opportunities for collaborative research, use of equipment, technical support, pedagogical experimentation, mentoring relationships

among more experienced and less experienced faculty, and curricular planning.

To strengthen the place of the sciences in the liberal arts and to promote a broad understanding of science among students and faculty, we give a high priority to connecting the sciences with other areas of the curriculum.

Historically the leader in scientific education for women, Mount Holyoke has an unusual number of alumnae who are working scientists or whose careers have been informed by their undergraduate study of the sciences. We will seek to increase participation of alumnae in our on-campus activities and enlist their help in creating opportunities (such as research posts, internships, career advice, or employment) for our students.

Curricular Experimentation and Access.

Expanding the pool of women scientists and assuring a rigorous scientific and mathematical experience for nonscience majors are important goals. While sustaining our current array of scientific and mathematical disciplines, we should also support such innovative offerings as Unity of Science, Quantitative Reasoning, the Five College Program in Culture, Health, and Science, and the modules developed through the Mathematics Across the Curriculum project. The College should foster an interdepartmental culture of collaboration and curricular change and monitor the success of these innovations.

Summer Research Programs. We recommend sustaining existing summer research programs for students in mathematics and chemistry, supporting the Hughes initiative to increase summer research opportunities for students in biological science, and developing analogous opportunities in other sciences. As we think about improving internship opportunities for our students, we should be mindful of the possibility of linking them to research undertaken by our own faculty in places other than South Hadley.

Facilities. Before setting the goals for a comprehensive campaign, we must think critically and comprehensively about the space, equipment, and facilities needed to support first-class instruction and research in science and mathematics in the twenty-first century. In thinking about space, we should

attach a high priority to promoting interaction among science faculty, and science research students, from multiple departments and disciplines. (See *Resource Management: Protection of Physical Assets*.)

External Funding. Individuals and departments are expected actively to seek external funding for research, equipment, and curriculum development; the College will provide funds from internal sources to the extent possible.

4. The Arts

Affirming the integral role of the creative intelligence in liberal arts education and the crucial dimension the arts add to the curriculum and to campus life, we recommend promoting greater cooperative programming among the arts, between the expressive and performing arts and other liberal arts, and within the Five Colleges.

The Arts and Liberal Education. The expressive and performing arts provide an invaluable way of knowing the world and communicating with others. Now that the Faculty has broadened the range of courses that can fulfill distribution requirements, we encourage students to look to the arts to fulfill those requirements, and we encourage the Faculty to develop innovative general education courses to help students develop their creative abilities. The Faculty should also ask whether or not we have found the appropriate role and proportion for credit-bearing individual performance study in a liberal arts curriculum, and explore fuller integration of the Art Museum into academic programs across the disciplines.

We were impressed by the energy and support for increased programming and visibility for the arts that was apparent during discussions last fall. Recognizing the central role the arts can play in the lives of students and the life of the campus, we recommend that the chairs of the arts departments and interested students, with support from the administration, take responsibility for helping to effect greater coordination among the arts and a higher profile for College arts programming.

Facilities. We recommend addressing outstanding facilities needs, especially in the Art Museum and Pratt Hall. The College has engaged an architectural firm to undertake an assessment. (See also *Resource Management: Protection of Physical Assets*.)

5. Information Technology

In light of the dramatic impact on knowledge and access to information brought on by technological advances, we recommend supporting and facilitating creative uses of technology in learning and teaching and encouraging students to develop a high degree of competence in appropriate uses of technology to carry out educational tasks. (See also *Resource Management: Library and Information Technology*.)

Information technology, now a powerful tool for sustaining traditional forms of learning, may become an equally powerful tool for modifying the way we construct and deploy knowledge. Word processing, by easing revision, has changed the way we expect students to write, and email has enhanced out-of-class communication. Powerful statistical analysis and imaging tools are more widely available to scholars and students than in the past. Learners can seek and deploy images as well as text through the World Wide Web, and the library of learning available to the Mount Holyoke community spans not just the Valley but the globe. Professional communities of scholars are in touch electronically, and while we sustain traditional resources such as books, journals, slides and videotapes, we look towards an array of digitized possibilities that may make intellectual exchange speedier, more fluid, and perhaps more provisional and transitory.

Some argue that new means of gaining access to information, and of organizing information, may modify our notion of knowledge itself. Mount Holyoke's challenge is to make available the technology and human support for technology by which our teachers and students can both join and critically assess what may be an epochal shift in learning.

Planning and Investment. Systematic planning for the academic uses of information and computing

is essential if the College is to retain its teaching and research excellence. Closely consulting with appropriate faculty advisory groups, the College should invest adequately in support services, training, and infrastructure (computer, telephone and television networks, hardware and software, computer labs and reference services, books, print media, serials, CDs, films, electronic data) necessary to support first-class research and instruction.

Curricular Innovation. Building on a laudable record of curricular initiatives in using technology, we should continue using the Web and other technology innovatively to enhance instruction. We should also make every effort to continue securing external funding for these endeavors.

Student Access. The College will soon complete the three-year \$4.3 million project to bring fiber optic cable to each residence hall, providing every student with a port to the data network. Continued upgrade of technology in classrooms, labs, and other areas is needed. Our goal is to make students skillful with sophisticated uses of technology, to help them to make wise judgments about appropriate uses of technology, to encourage computer ownership, and to provide effective training.

Student Work Experience. As part of our effort to make work-study a meaningful educational experience and to link liberal arts and the world of work, we recommend providing employment opportunities for students to develop high levels of skill in using technology. (Please see the section on *Liberal Arts and Engagement in the world*.)

6. Athletics

Recognizing the potential contributions of athletics to a vital campus life and strong community, the potential benefits of competitive sport participation in developing important character strengths, and the increasing interest in competitive women's sports worldwide, we recommend developing a higher profile for intercollegiate and intramural athletic programs within the Division III framework.

The overall goals of athletics at Mount Holyoke are 1) to provide students with the opportunity to develop to their full potential as student athletes, 2) to attain and maintain a competitive standing in our conference and with other peer institutions, 3) to teach women successful life skills.

Support and Spirit. More attention and increased publicity on campus are needed to promote events and accomplishments and to engender more campus pride and spirit.

Competitiveness. We need to augment our efforts to attract and develop fine athletes and to challenge them and their coaches to rise to high levels of achievement.

Facilities and Operating Support. Although the College has excellent athletic facilities, including the Kendall Field House and the Equestrian Center, some facilities projects are necessary and some additional operating support is needed for transportation, meal stipends, staffing, and equipment if we are to have excellent intercollegiate athletics.

7. Campus Life

Recognizing that living in a residential community is integral to the educational experience, we urge students, faculty, and administration to think about student self-governance as a primary means of providing students with experience in leadership and community engagement. We endorse the goal of a community based on honor.

We recommend a richer variety of campus activities; careful examination of housing and dining alternatives and the use of space for student activities; developing further avenues for student spiritual life; and continued efforts to increase the effectiveness and efficiency of student services.

Student Leadership. Appreciating the integral role of students in shaping the values and culture of Mount Holyoke, we recommend including students, whenever possible, in the formulation of policies that directly affect them. Students will play important roles in implementing this *Plan* and in the new Center for Leadership and Public Advocacy. The administration

will regularly consult with the SGA leadership, Hall Presidents, and leaders of student organizations, and work to keep students informed as fully as possible.

Further work is needed to develop understanding throughout the College of the opportunities, limitations, and complex dynamics of shared, overlapping, and collaborative governance, both to make this community function effectively and as part of students' learning about leadership and participatory government. Student services staff will work with students to help develop skills appropriate to lives of service and leadership; for example, a group chaired by the Dean of Students is examining the staffing structure in the residence halls with an eye to augmenting student self-governance.

Events. The College should develop a richer variety of campus activities and more efficient and effective mechanisms for scheduling and coordinating campus events, particularly recognizing students' ability to initiate and plan such events. We should seek to make the Mount Holyoke campus as vital and vibrant as possible by continuing to utilize existing institutional ceremonies to draw the community together; by launching a new high profile lecture series and supporting existing ones; by promoting student and faculty initiative in developing cultural and social offerings; and by developing community linkages that augment the cocurricular experiences. To meet these goals, the College will use a variety of existing endowed funds earmarked for these purposes, including for events that students initiate and organize.

The Honor Code. The Social Honor Code is being rewritten. The principle of mutual accountability will underlie all aspects of the code.

Use of Space for Residential and Cocurricular Life. The EPC has commissioned a group, chaired by the Dean of the College, to study the optimal use of space for student life and residential living. While many students express a high degree of satisfaction with life in the residence halls, others wish for a greater degree of autonomy and flexibility. The study group, composed of administrators and students appointed by the SGA, is working with a consulting architectural firm to consider whether we could and should offer a greater variety of living

arrangements; what would be the best use of space in Blanchard Campus Center and communal areas of the residence halls; how could we promote better interaction among students; how could we designate better space for student organizations and social activities; should we consider alternative dining arrangements; how might we enhance accessibility for people with disabilities; might we make better use of outdoor facilities for gatherings and social activities. A student survey has also been part of this study. We expect a preliminary report from this group by the end of spring semester 1997.

Some students believe there is insufficient meeting and social space on campus, and some student organizations have expressed a desire for designated cultural space. Consulting with the study group on space and with interested students, faculty, and staff, the ombudsperson has been designated by the president to lead an assessment of these issues working in conjunction with the space study group and with student leaders. The goal is to develop a set of underlying principles and operating procedures that will guide us in making wise and fair decisions regarding the assignment of space to student organizations and other groups. The College has committed to allocate one separate space each for two groups which have recently requested it, as has recently been announced. The students and administration will work in close collaboration and will arrive at a mutual understanding of how best to design and allocate these spaces.

Spiritual Life. A liberal arts education requires the cultivation of the whole person: mind, body, and spirit. Fostering respect for the variety of religious beliefs and preserving space for the nurturing of spiritual life and humanitarian values should continue to be an important priority for the College. We will create opportunities for students to celebrate their religious and spiritual commitments through services of faith and humanitarian actions.

A report of the College Life and Advising Committee, submitted to the EPC in March 1997, offers a number of recommendations to this end. It recommends that the chaplaincy be given more prominence in the administration by naming a full-time, year-round director (or dean) of the chapel who, with the assis-

tance of others, promotes increased contact and understanding among differing cultural and religious groups and closer connections to academic programming. The Committee also recommends pursuing opportunities for Five-College collaboration. The administration, with the concurrence of the EPC, supports the general direction of these recommendations, believing that this kind of chaplaincy will help ensure that religious and spiritual life are appropriately supported. An interim Dean of the Chapel has been appointed for 1997-98 and he will review with concerned students and faculty the appropriate title and responsibilities for a permanent organizational leader of religious and spiritual life at Mount Holyoke. A search for such a person will begin in the fall and students and faculty will participate in the search process. The permanent dean will be primarily a chaplain, not solely an administrator. The Eliot House budget will be used to provide chaplains of varied backgrounds who can serve more of the needs of this spiritually diverse community than have been met in the past.

Student Services. Recognizing that students differ with regard to their academic preparation, personal development, and strengths and weaknesses, we will maintain student support services to help students to identify and overcome barriers to personal achievement and to full engagement in the life of the community. We recommend an evaluation of student support services across the campus to assure maximum efficiency and effectiveness in meeting that goal without duplication of services or efforts.

8. Five Colleges

We recommend working to make the Five Colleges an exemplary model of interinstitutional cooperation and promoting the abundant opportunities it provides for enhanced curricular range, intellectual life, and cultural and social opportunities.

Self Study. The Directors of the Five Colleges are currently undertaking a self-study and will bring in an external review committee to help to plan strategically and imaginatively for the consortium's future.

We should build upon the perspectives and insights developed through this self-study.

Transportation. We recommend seeking advice from students about optimal schedules and redressing transportation deficiencies, particularly to Northampton. This semester President Creighton is subsidizing extra late-night bus runs on the weekends. The Five College Directors have commissioned a study, which is currently under way, to determine the best way to improve efficiency and effectiveness of the bus system.

9. New Curricular Programs

In keeping with our commitment to innovative, interdisciplinary work, we recommend continued exploration of other promising new curricular programs.

- Consonant with our heritage as a leader in education, interested faculty are exploring the development of a coherent, intellectually rigorous interdisciplinary educational studies program with links to global issues of women's education and potential synergies of curricular and outreach programs. Formal study of this matter began in the fall of 1996.

- We support the initiative proposed by the programs in American Studies, Latin American Studies, and African and African American Studies to continue developing a focal point for their activities on the Mount Holyoke campus, with a name and structure to be determined during the course of their discussions. Based on their history of substantial collaboration, these independent programs would coordinate and strengthen comparativist and interdisciplinary teaching and research on the Americas. This initiative would also stimulate intellectual exchange and build new areas of the curriculum such as Asian American and Latino Studies. The dean of the faculty and provost's goal is to have an Asian American Studies Program in place by the fall of 1998.

- The Five Colleges are currently exploring cooperative developments among these programs at the different institutions. We support efforts to connect

Mount Holyoke's obvious strengths and leadership to Five College programming efforts.

D Enrollment Planning

The planning process has confirmed that there is no greater challenge facing us than improving our enrollment planning and marketing efforts. The College's continued reputation as one of the finest liberal arts colleges in the country and its financial strength into the next century depend in large part on our success in this area.

We must achieve demonstrable improvements in admissions quality indices, selectivity, diversity, and retention rates, while at the same time building net tuition revenue at a rate sufficient to allow us to achieve financial equilibrium by the end of the planning period. Meeting these challenges will require bringing various administrative functions having to do with admissions, financial aid, institutional research, and communications into greater coordination. To that end, these functions will be consolidated under the newly created senior administrative position of Dean of Enrollment.

The many strengths of the College lead observers, off campus and on campus, to the clear conclusion that Mount Holyoke is among the finest liberal arts colleges in the country. However, despite the gains of the last five years in admissions, we remain an outlier among our competitor institutions in terms of selectivity and quantifiable quality indicators for enrolling classes. This status threatens the College's competitive position and historic reputation. Moreover, our retention rate, while impressive against the national average, is lower than it should be when compared to the rates at our competitor institutions—considering the high level of student satisfaction among Mount Holyoke graduates.

Institutional Recognition and

Visibility

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It is clear that more effective marketing of the College to prospective students is nec-

essary and that such progress will have many positive direct and indirect effects. In light of the strengths of the College as well as gains in total applications and completed applications received over the last five years, we have every reason to believe that we can meet this challenge.

Marketing efforts have been hampered in recent years by a lack of explicit agreement about the College's mission and priorities and a resulting lack of clear and positive messages conveyed to target audiences; by administrative disorganization, particularly in the Communications Office, which has now been rebuilt almost from scratch; by insufficient coordination among offices that promote the College; and by an honorable, although ultimately harmful, modesty about the strengths of the College that has permeated the campus culture.

The planning process, increased administrative coordination, talented and energetic staff, and the reorganization of the Communications Office have yielded marked improvements. There is a palpable sense of momentum, buoyed by the steady growth in applications since 1992 and this year's significant increase in applications, and a feeling of optimism on campus about Mount Holyoke's direction. This alone will redound to our benefit as prospective students visit the campus.

Yet building a clear and compelling image of the College among prospective students will require a significant effort, particularly because the institutions with which we compete for students are becoming increasingly savvy. It will be especially important to improve our image among those applicants who do not need financial aid because it is with this group that we have lost the most ground in recent years. Moreover, we need to address the fact that research has indicated that Mount Holyoke is less well known than its competitors.

As we seek to market Mount Holyoke, we need to understand better how to describe existing strengths of the College—as well as new initiatives—in the most effective manner possible. Messages about the College must be based on the distinctive

strengths of Mount Holyoke and be framed so that they resonate with our target audiences.

In an effort to hone the messages that we send to prospective students, to establish an improved and distinctive market position, and to gauge the attractiveness of specific initiatives in the *Plan*, we have contracted with Art & Science, Inc., to conduct extensive survey research on prospective Mount Holyoke students at key points in the college-selection process. This effort, which is currently under way, will help us develop better ways to make our strengths as an institution as clear and compelling as possible to prospective students. We will begin to incorporate what we learn into our marketing and recruitment efforts in the upcoming "admissions cycle" for the recruitment of the class entering in September 1998 (the 1997–98 academic year).

We will develop effective and efficient messages and ensure that they are being delivered in a consistent and coordinated way across the College and among admissions volunteers. We will be more confident, aggressive, and assertive when promoting the College's attributes. We will establish a positive image for the College in guidebooks and rankings, and promote the caliber and the accomplishments of current students, faculty, staff, and alumnae.

We recognize that the challenge for women's colleges is a complicated one. Although we have the benefit of many distinctive strengths that result from our status as a women's college, we face the challenge of making persuasive arguments to girls who are either unaware or skeptical of these strengths. The work we are doing with Art & Science, Inc., on this aspect of our identity will therefore be critically important in helping us to refine the messages we are sending to prospective students.

Admissions Profile

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We must improve both qualitative and quantitative indicators of student merit in order to bring the profile of Mount Holyoke's entering classes into closer alignment with our primary competitors. We will redouble our efforts to find ambitious, talented, and

well-rounded students who will respond well to academic rigor and challenge and contribute to our learning environment. We will seek to increase the percentage of students in the top 10 percent of their class from 50 percent to at least 75 percent. To achieve this goal, we will increase the number of applications we receive from 2,026 (received in 1996) to at least 2,600 by 2003, allowing us to reduce our acceptance rate from 65 percent to roughly 53 percent. †

Mount Holyoke's traditions and values compel us to be a leader in attracting a diverse student body that embraces and celebrates differences in race, socioeconomic background, culture, and religion. (See "Diversity and Community" under *Strengthening Existing Dimensions of the College*.)

We must increase representation of African Americans, Latinas, Asian Americans, and Native Americans (ALANA), who currently account for 17 percent of the Mount Holyoke student body, through increased targeting of geographic areas and particular schools, vigorous efforts to enhance the number of admissions volunteers and staff who are people of color, on-campus recruitment programs, and other initiatives to reveal more compellingly the benefits of a Mount Holyoke education to women of color. Efforts under way have yielded considerable recent success: the Class of 2000, for example, includes 21 percent ALANA students. The College will build on this success, working to increase the proportion of ALANA students to 25–30 percent by 2003. (Twenty-five percent is roughly the median of the colleges belonging to COFHE—the Consortium on Financing Higher Education.)

Other Admissions Priorities. The College benefits from other kinds of diversity as well: international students, Frances Perkins Scholars, students

with alumnae connections, and accomplished student athletes.

- We will maintain the representation of international students at a significant level.
- We will sustain the Frances Perkins Program—which makes the College accessible to women beyond the traditional age—at its current level of about 50 new students each year.

- We will increase the number of students with alumnae connections—recognizing that the College community is strengthened by the presence of alumnae daughters and others with alumnae connections who bring an affection for and commitment to the College that benefit us all.

- We will strengthen our recruitment of student athletes and of student performers and artists in light of the importance to the College of enhancing these areas of its offerings (see *Strengthening Existing Dimensions of the College*) as well as the significance of athletic and arts programs in attracting outstanding students.

Retention

As we undertake our student-recruitment goals, we also must focus on retaining the students we attract to the College.

Our goal is to improve our five-year graduation rate from its current level of 81 percent to 87 percent (the median for COFHE institutions) by 2003.

While our retention rate is good by national standards, it is less so in comparison to other COFHE colleges. We expect that the improvements in the College that we are committed to in this *Plan* will help to address this issue.

Still, there is a need for serious study of retention. We recommend that the Dean of Enrollment, working

in concert with the Dean of the College, assess all dimensions of the retention issue in order to understand better 1) the attributes and perceptions of students who leave compared to those who stay; 2) the reasons students give for leaving or considering leaving; and 3) the effect on retention of current and proposed programs, both curricular and noncurricular.

Financial Aid Policies

The rising cost of institutionally funded financial aid has been the single most significant factor in the College's changing financial situation over the past decade. It has grown from \$6.5 million in 1986–87, representing a discount in tuition revenues of 28.7 percent, to a budgeted \$21.4 million in 1996–97, a tuition discount of 53.3 percent. This represents an annual compounded growth of 12.5 percent, and has resulted in a plateauing of net tuition revenue in recent years.

Fears of hurting the admissions profile by constraining financial aid growth have played a part in the decision to rely on other revenues to an extent that cannot be sustained in the long run, in order to support the operating budget in the short run. In addition, the College has under-funded maintenance and technological reserves in order to accommodate the effects of the increases in financial aid. (See *Resource Management*.)

The College must control what has become an unsustainable level of tuition discounting. If allowed to continue unchecked, the loss of revenue we are experiencing would force a continued level of endowment reliance that is above accepted standards of prudent management and would seriously threaten the long-term strength of the institution.

Because we must be responsible stewards of financial aid monies:

- **We recommend implementation of the recommendations of the Task Force on Admissions and Financial Aid. We should move toward "need sensitive" admissions in order to increase net tuition revenue. This move to "need sensitive" admissions would affect no more than 5 to 10 percent**

of admissions decisions. We recommend that the College administration continue to study additional questions of financial aid policy, as the Task Force recommends.

- **As we consider and implement new admissions and financial aid practices, we strongly reaffirm our goals of attracting a student body that is academically excellent, highly motivated, and racially, socioeconomically, and culturally diverse. To meet these goals, and to honor the principle of access that goes back to the College's founding, we will continue to invest substantially in financial aid.**

Changes in policies will not affect current students, and we will continue to honor the policies in place at the time of an individual student's matriculation. We will continue to be open, clear, and candid with students and faculty about our admissions and financial aid policies.

Resource Management

Effective management of the College's resources—financial, human, technological and physical—is essential to our ability to achieve the goals outlined in this *Plan* and to maintain the College's strength for generations to come. Implementing the goals outlined below, the College will achieve financial equilibrium by 2003.

The financial condition of the College since 1990–91 is best described as one of annual structural deficits. Although budgets were technically balanced in most of those years, that balance was achieved through an overreliance on endowment spending and the use of unrestricted bequests to support operations. In addition, for the past year or two, the inability to increase annual funding levels for facilities maintenance and computing equipment reserves has led to the gradual under funding of these important reserves.

As discussed in the *Enrollment Planning* section of this *Plan*, this situation was made necessary by the

† How many students should Mount Holyoke enroll? Clearly, the number of students we enroll is an important item in planning, but we have chosen to think in terms of a range rather than fix a single number. For the past few years, the College has consciously chosen to maintain selectivity by enrolling somewhat smaller entering classes than was typical of many years in the 1980s. In September 1996, we had about 1,850 students in residence and taking courses. We believe we could serve a somewhat larger student body without significant strain.

During the period of the *Plan*, enrollment goals for each year will be shaped by our desire to enroll a diverse group of talented women, and our need to generate enough tuition revenue to sustain the excellent quality of education they deserve. We can imagine achieving this goal with entering first-year classes in the 490 range; we can imagine classes as large as 525. The financial models in the Resource Management section of the *Plan* illustrate the way varying assumptions about the number of students we enroll can lead to the financial equilibrium we must achieve.

Enrollment is also affected by other issues raised in the *Plan*. Should study abroad or away from Mount Holyoke become more popular, the number of students in residence in South Hadley might decline. Conversely, should we succeed in improving our retention rate, the number of students will grow. Each of these changes would have some impact on the number of applicants we chose to admit.

rising cost of institutionally funded financial aid, the single most significant feature of the College's changing financial situation over the past decade. From 1986–87 to 1996–97, financial aid has grown at an annual compounded rate of 12.5 percent. As a result, between 5.75 and 6.5 percent of the endowment's year-end market value has been spent in the years since 1990–91.

Remarkable investment performance and successful fund-raising have helped to offset the consequences of the lack of growth in net tuition. Cost reductions since 1990–91—including a 5.4 percent reduction in the size of the faculty and a 5.8 percent reduction in the size of the staff—have served to keep the level of endowment reliance from rising even higher. And despite the overreliance of recent years, the endowment's current value of \$272 million (as of 9/30/96)

Exhibit

Financial Framework

The financial model on the following pages illustrates one possible path to financial equilibrium, based on the College's financial goals and objectives as described in the *Resource Management* section of the *Plan* and the assumptions specified in this exhibit. It is possible to create other sets of assumptions within the College's overall financial goals that would also serve to achieve equilibrium.

The current version of the model incorporates several changes to and refinements of the October 1996 version.

- The size of the entering classes has increased and the rate of tuition discount has moderated, to bring this model into alignment with the goals and assumptions in the Enrollment Planning section. The growth of net tuition revenue remains quite similar to the earlier version. (The interaction of the various components of net tuition revenue is further illustrated in the *Effects of Alternative Assumptions* section of this exhibit).
- Annual giving levels have been adjusted to comply with Development Office's analysis completed subsequent to the last model's development.
- Endowment spending levels have been adjusted to reflect the actual December 31,

1996, year-end market value and the effect of the 1996 borrowing.

- The expense reduction goal for 1997–98 has been increased to \$2.0 million.
- The growth in expenses in future years has been moderated to reflect the continuing nature of some of the reductions that will be taken in 1997–98.

In addition, a section has been added to the model focusing specifically on the distance each year is from achieving financial equilibrium. This analysis makes clearer the size of the task we face in returning to a healthy and sustainable financial condition.

The final section of the exhibit presents examples of alternative approaches or the effect of changes in important variables. The purpose is to provide a broader sense of the interaction of various component assumptions than a single model can provide without presenting a dizzying array of alternative models.

Some aspects of the model must remain incomplete while other aspects of planning are proceeding. The most significant examples of this are the financial impact of the upcoming fund-raising campaign and any additional tax-exempt borrowing. In addition to these areas, there may be other projects and reviews in progress that have implications for the model. As this work is completed, adjustments will be incorporated into subsequent versions of the model.

is equal to its level in 1990–91 and above its 1985–86 level when adjusted for inflation.

Continuing to fund operating deficits from overspending of the endowment will jeopardize the long-term fiscal health of the institution. We must act to reduce the current level of endowment spending and take aggressive steps to reach financial equilibrium.

While the purchasing power of the endowment has not been lost during our recent overspending, we continue to be at a disadvantage as compared with our primary competitors in terms of endowment per student—a measure of an institution's relative ability to

provide appropriate resources to educate its students. In order to sustain and then improve our ability to provide a high-quality education for our students, we must both return to a prudent level of endowment spending and also build the College's endowment assets during the period of the *Plan*. (See section on *Comprehensive Campaign* below).

Reaching Financial Equilibrium

Financial equilibrium exists when an institution's operating revenues equal or exceed its operating expenses, now and in future years, without expending

MOUNT HOLYOKE COLLEGE Financial Projections FY1997–2003 (Dollars in thousands)

1/29/97

	Budget						
	1996-97	1997-98	1998-99	1999-2000	2000-01	2001-02	2002-03
Revenue							
Tuition and fees	\$40,165	\$40,312	\$43,391	\$45,849	\$48,617	\$51,283	\$54,086
Room fees	\$5,321	\$5,363	\$5,764	\$6,088	\$6,458	\$6,810	\$7,185
Board fees	\$5,551	\$5,546	\$5,971	\$6,305	\$6,617	\$6,988	\$7,365
Student aid	(\$21,404)	(\$20,995)	(\$23,389)	(\$24,442)	(\$25,357)	(\$25,839)	(\$25,863)
Net student charges	\$29,633	\$30,226	\$31,737	\$33,800	\$36,335	\$39,242	\$42,773
Alumnae, parents & friends funds	\$6,050	\$6,100	\$6,222	\$6,409	\$6,665	\$6,745	\$6,846
Other unrestricted gifts and bequests	\$1,237	\$1,000	\$500	\$3,904	\$4,001	\$4,101	\$4,204
Restricted gifts used	\$3,625	\$3,716	\$3,809	\$3,904	\$4,001	\$4,101	\$4,204
Grants and contracts	\$2,760	\$2,788	\$2,815	\$2,844	\$2,872	\$2,901	\$2,930
Total gifts	\$13,672	\$13,603	\$13,346	\$13,156	\$13,538	\$13,747	\$13,980
Endowment distribution	\$12,865	\$13,235	\$13,561	\$13,879	\$14,187	\$14,481	\$14,759
Current investment income	\$300	\$300	\$300	\$300	\$300	\$300	\$300
Total investment revenue	\$13,165	\$13,535	\$13,861	\$14,179	\$14,487	\$14,781	\$15,059
Auxiliary revenue	\$4,320	\$4,450	\$4,583	\$4,721	\$4,862	\$5,008	\$5,158
Auxiliary expense	(\$3,525)	(\$3,631)	(\$3,740)	(\$3,852)	(\$3,967)	(\$4,084)	(\$4,209)
Other income	\$1,565	\$1,612	\$1,660	\$1,710	\$1,761	\$1,814	\$1,869
Total	\$2,360	\$2,431	\$2,504	\$2,579	\$2,656	\$2,736	\$2,818
Total revenue	\$58,830	\$59,795	\$61,448	\$63,714	\$67,016	\$70,506	\$74,631
Expenses							
Salaries and benefits	\$40,928	\$42,360	\$43,326	\$44,324	\$45,876	\$47,482	\$49,143
Other expenses	\$19,102	\$19,484	\$19,364	\$19,751	\$20,146	\$20,549	\$20,960
Additions to reserves	\$500	\$500	\$500	\$750	\$1,000	\$1,200	\$1,500
Cost reduction		(\$2,000)	(\$1,000)				
Planning initiatives	\$500	\$500	\$500	\$500	\$500	\$500	\$500
Total expenses	\$60,030	\$59,845	\$62,689	\$65,325	\$67,522	\$69,730	\$72,103
Tuition stabilization reserve	(\$1,200)						
Net surplus (deficit)	\$1,200	(\$50)	(\$1,241)	(\$1,611)	(\$506)	\$775	\$2,527
Cumulative surplus (deficit)		(\$50)	(\$1,291)	(\$2,902)	(\$3,408)	(\$2,633)	(\$105)
Distance from equilibrium							
Operating deficit	\$0	\$50	\$1,241	\$1,611	\$506	\$0	\$0
Use of endowment over 5%	\$3,344	\$2,206	\$1,871	\$1,487	\$1,051	\$557	\$0
Use of unrestricted bequests	\$1,237	\$1,000	\$500	\$0	\$0	\$0	\$0
Underfunding of reserves	\$1,500	\$1,500	\$1,000	\$750	\$500	\$300	\$0
Total	\$6,081	\$4,756	\$4,612	\$3,848	\$2,057	\$857	\$0

more of its invested capital than is prudent and while maintaining its facilities at appropriate levels. Achieving this general goal requires that the following conditions are present:

- Annual budgets are in balance, without reliance on "non-operating" income from excess endowment distributions or additional use of unrestricted bequests.
- Financial projections indicate that budgets are expected to remain balanced in future years.
- Spending from endowment is at or below a level that over time is expected to protect the real value

(net of inflation) of the endowment (5 percent of the average market value as defined by the College's spending rule).

- Reserves for physical facilities and computing equipment are at or above the level that minimizes deferred maintenance and provides appropriate functionality.
- Our return to financial equilibrium by 2003 incorporates the following overarching financial goals:
 - **Achieve a rate of growth in net tuition revenue that averages 7 percent annually over the period of the Plan.** This rate of

MOUNT HOLYOKE COLLEGE

Assumptions FY1997-2003
(Dollars in thousands)

1/29/97

	Budget						
	1996-97	1997-98	1998-99	1999-2000	2000-01	2001-02	2002-03
Average total FTE students *	1,878	1,816	1,870	1,891	1,918	1,935	1,953
Average residential students *	1,713	1,671	1,721	1,739	1,764	1,780	1,796
Average students on board plan *	1,713	1,671	1,721	1,739	1,764	1,780	1,796
Tuition increases	4.50%	4.50%	4.50%	4.50%	4.50%	4.50%	4.50%
Tuition level	\$21,250	\$22,200	\$23,200	\$24,250	\$25,350	\$26,500	\$27,700
Room and board increases	4.50%	4.50%	4.50%	4.50%	4.50%	4.50%	4.50%
Room level	\$3,070	\$3,210	\$3,350	\$3,500	\$3,660	\$3,825	\$4,000
Board level	\$3,180	\$3,320	\$3,470	\$3,625	\$3,750	\$3,925	\$4,100
Financial aid (% of tuition)	53.3%	52.1%	53.9%	53.3%	52.2%	50.4%	47.8%
Net Tuition Revenue	102.0%	102.0%	105.0%	106.5%	107.5%	108.0%	109.0%
Growth rates of:							
Unrestricted gifts and bequests	1.67%	2.00%	2.00%	3.00%	4.00%	1.20%	1.50%
Restricted gifts	2.50%	2.50%	2.50%	2.50%	2.50%	2.50%	2.50%
Grants and contracts	1.00%	1.00%	1.00%	1.00%	1.00%	1.00%	1.00%
Other income	3.00%	3.00%	3.00%	3.00%	3.00%	3.00%	3.00%
General expenses	2.00%	2.00%	2.00%	2.00%	2.00%	2.00%	2.00%
Salary and wage increases	3.50%	3.50%	3.50%	3.50%	3.50%	3.50%	3.50%
Average market value**	\$214,417	\$220,583	\$233,818	\$247,847	\$262,718	\$278,481	\$295,190
Growth of net market value	6.00%	6.00%	6.00%	6.00%	6.00%	6.00%	6.00%
Spending rate	6.00%	6.00%	5.80%	5.60%	5.40%	5.20%	5.00%
FTE Teaching Faculty#	185						
FTE Staff#	583						

Notes

- * Size of entering class
- Senior (82% of First year #)
- Junior (73% of First year #)
- Sophomore (92% of First year #)
- First year
- FP's (FTE)
- Other (Grad/L/Exch)
- Total

growth will be achieved through the combined effects of moderately larger numbers of entering students; annual increases in student charges; and a gradual reduction of the tuition discount represented by financial aid. (See *Enrollment Planning: Financial Aid Policies* for a discussion of strategies for achieving this reduction.)

- **Reduce the use of endowment for operating purposes to no more than 5.0 percent of the moving average market value by 2003.**
- **Make increasing the endowment a central component of the upcoming comprehensive fund-raising campaign.**
- **Increase the annual contribution to reserves by \$1.5 million by 2003 in order to support the renewal and replacement of physical facilities and computing**

MOUNT HOLYOKE COLLEGE
Financial Projections FY1997-2003
Effects of Alternative Assumptions
(Dollars in thousands)

1/29/97

The following examples are included to provide further information on the interaction of various key aspects of the model.

The first illustration focuses on net student charges, showing the assumptions in the October 1996 model and the assumptions in the current model, two different approaches which achieve a very similar result.

	Budget						
	1996-97	1997-98	1998-99	1999-2000	2000-01	2001-02	2002-03
October 1996 model							
First year students	500	485	490	495	500	500	500
Total students	1,878	1,801	1,841	1,851	1,866	1,878	1,886
Financial aid (% of tuition)	53.3%	52.0%	51.0%	49.5%	48.0%	46.5%	45.0%
Net tuition revenue growth	2.3%	2.3%	9.1%	8.2%	8.5%	8.3%	7.9%
Net student charges	\$29,633	\$30,009	\$32,488	\$34,799	\$37,315	\$40,019	\$42,785
January 1997 model							
First year students	500	500	505	510	515	520	525
Total students	1,878	1,816	1,870	1,891	1,918	1,935	1,953
Financial aid (% of tuition)	53.3%	52.1%	53.9%	53.3%	52.2%	50.4%	47.8%
Net tuition revenue growth	2.0%	2.0%	5.0%	6.5%	7.5%	8.0%	9.0%
Net student charges	\$29,633	\$30,226	\$31,737	\$33,800	\$36,335	\$39,242	\$42,773

The second illustration highlights the effect of changing the rate of endowment distribution. The first case is the January 1997 model, reaching a 5.0% spending rate by 2003. The second case shows the difference to the bottom line, both year by year and cumulative, of a more aggressive reduction of endowment spending.

	Budget						
	1996-97	1997-98	1998-99	1999-2000	2000-01	2001-02	2002-03
Reach 5.0% by 2003							
Annual net surplus/(deficit)	\$0	(\$50)	(\$1,241)	(\$1,611)	(\$506)	\$775	\$2,527
Cumulative totals		(\$50)	(\$1,291)	(\$2,902)	(\$3,408)	(\$2,633)	(\$105)
Reach 5.0% by 2000							
Annual net surplus/(deficit)	\$0	(\$1,241)	(\$1,567)	(\$2,261)	(\$1,386)	\$365	\$2,077
Cumulative totals		(\$1,241)	(\$2,808)	(\$5,069)	(\$6,455)	(\$6,090)	(\$4,013)

Finally, an example of the importance of spending reductions. The first case shows compensation expenses increasing at an annual rate of 3.5%. The second case shows the impact of reducing that rate of increase to 3.0%. For example, such a reduction could be achieved by a reduction of 6 staff members or of 3 faculty members or of a 0.5% reduction in the salary improvement pool or some combination of smaller reductions of the above.

	Budget						
	1996-97	1997-98	1998-99	1999-2000	2000-01	2001-02	2002-03
Salary/benefit growth of 3.5%							
Annual net surplus/(deficit)	\$0	(\$857)	(\$784)	(\$1,367)	(\$303)	\$938	\$2,077
Cumulative totals		(\$857)	(\$1,641)	(\$3,008)	(\$3,311)	(\$2,373)	(\$296)
Salary/benefit growth at 3.0%							
Annual net surplus/(deficit)	\$0	(\$652)	(\$361)	(\$712)	\$598	\$2,101	\$3,518
Cumulative totals		(\$652)	(\$1,013)	(\$1,725)	(\$1,127)	\$974	\$4,492

equipment at appropriate levels.

Approximately half this amount represents additions to buildings and grounds reserves and the balance to computing equipment reserves.

- **Reduce base expenses sufficiently to balance the budget and to accommodate new needs, giving priority to sustaining academic excellence.**

Other important objectives are as follows.

- **Moderate the growth of student charges (tuition, room and board) while maintaining a level of revenue sufficient to support programs and services.**

- **Achieve annual growth in the level of annual giving.** (The level of annual giving has been flat for the past several years.)

- **End the reliance on unrestricted bequests for operating support.**

- **Continue to invest the endowment in a highly diversified manner to achieve the highest total return over time that is consistent with an appropriate level of risk.**

- **Increase net revenues from auxiliary enterprises and summer programs by at least the level of the Consumer Price Index.**

- **Compensate faculty and staff at levels that will allow us to attract and retain talented people.**

- **Provide a fund to support planning initiatives described in this *Plan*.** If such initiatives are sufficiently successful, ongoing costs of operation will be met through reallocation from other budgeted activities.

Please see the model illustrating the interaction of these financial goals and objectives to achieve financial equilibrium during the planning period. We will continually assess our progress toward financial equilibrium, updating and modifying the model as appropriate.

Working with Common Purpose

Success in meeting the College's mission will depend in no small part on the energy,

ingenuity, and competence of the entire community and a commitment to work in an atmosphere of creativity, lifelong learning, and civility. The contributions of every member of the community will be recognized, and quality will be supported and expected in all areas of the institution.

We must achieve financial equilibrium. The cost reductions necessary for the College to achieve this goal reinforce the necessity of building an administrative structure that is focused on outcomes and efficiency in support of the College. We will establish structures that allow for the effective delegation of responsibilities, encourage collaboration across departments and divisions, and place a premium on tangible results in areas of strategic importance.

The community is being asked to look critically at services requested and provided. Managers have been asked to analyze the work of their departments as it supports the College's overall mission and to ask a series of questions: Are the services provided necessary? Are basic staff support services provided as cost-effectively as possible? Is there duplication of effort? Are the services being delivered by the appropriate department(s)? In addition, we will continue to administer a position-review process that evaluates all positions on the basis of their significance to the mission of their department.

These efforts toward achieving financial equilibrium are well under way and will result in reductions of roughly \$2 million in the fiscal year 1998 operating budget. Additional significant reduction targets for fiscal year 1999 will be necessary.

To meet our goals of enhancing efficiency, cost containment, and performance, we will provide employees with the equipment and training needed to be successful. Additionally, we will examine mechanisms for allocating the College's limited resources to meet the goals of this *Plan*.

Recognizing that a lack of communication inhibits our ability to function well as a College, we will seek to improve communication mechanisms on campus. We will foster an environment in which communication is clear and honest by

- establishing avenues for all employees to ask questions and receive quick and thorough responses;
- using these same mechanisms to solicit creative ideas from staff for doing our work more efficiently and effectively;
- continuing the many recent initiatives to bring the community together across departments and divisions—such as Community Lunch, Winterfest, the all-employee summer picnic, and other occasional events;

- holding department heads/chairs and supervisors accountable for communication within their departments and broadly within the community, as appropriate;
- reminding each other and ourselves that we are each, as individuals, responsible for contributing to effective communication.

We will respect diversity at the College and seek to hire and retain a diverse group of employees in an atmosphere where differences and commonalities are appreciated and celebrated. All employees will be supported and challenged to use their talents to the fullest. We will encourage managers to create mechanisms for employees to develop professionally and personally as they share their expertise with each other and collaborate on College projects and, where possible, to create meaningful work experiences for students which help them to grow personally and professionally.

Protection of Physical Assets

In order to maintain the market advantage we gain from our strikingly beautiful campus, and because deferring maintenance projects costs the institution significantly more in the long run, we will redress the campus's deferred maintenance. In addition, we will need to add to or modify the physical plant in order to carry out the academic and cocurricular programs discussed in this *Plan*, as well as to comply with various regulatory requirements.

The College's physical plant, which has a replacement value of approximately \$250 million, has historically been well maintained. Mount Holyoke has generally avoided resorting to the costly practice employed by many of our peer institutions of postponing maintenance projects to balance the budget.

In the last year or two, however, the College has not adequately funded maintenance from the operating budget due to the pressures described above, and a backlog of approximately \$1 million has developed. In addition, a number of infrastructure problems need to be addressed in the next five years, at a projected cost of \$2 million to \$4 million.

Sources of funds include reserves funded from the operating budget; unrestricted, spendable bequests; gifts specifically for capital projects; and tax-exempt borrowing.

Reserves provided for through the operating budget process should fund routine preventative maintenance, computer repair and most computer replacements, and small facilities improvement projects (less than \$100,000). **To accomplish this, we will allocate an additional \$1.5 million annually from the operating budget to reserves by 2003.**

Unrestricted, spendable bequests have been used in the past to fund midrange projects for which no other obvious source of funds was available and to supplement funding from the operating budget for reserves. **We will use unrestricted bequests for capital facilities when necessary.**

Gifts for specific facilities projects should be raised for larger capital projects that are of interest to donors. **Although the primary goal of the College's comprehensive fund-raising campaign described below will be to build the endowment, some targeted fund-raising for renovation projects will be undertaken.**

Tax-exempt financing is a source of funding limited by appropriate levels of overall debt and should thus be used sparingly. **Given the College's present financial condition and relatively low current level of debt, we should be able prudently to use \$15 to \$20 million of new borrowing over the next decade.**

The process of matching facilities needs with funding sources is a complex one, and is dependent in

many areas on the campaign planning process (See *Comprehensive Campaign*.)

In light of the varied funding sources, the need for fund-raising for some facilities projects, and the ongoing work to understand our needs, we will not complete a comprehensive facilities plan until the 1997–98 year. However, planning is under way in a variety of areas clearly in need of attention.

The Sciences

The Science Advisory Board has begun work with the architectural firm of Payette Associates, Inc., to study the College's science facilities. The study will include an inventory of present facilities; identification of any shortcomings of existing facilities; and conceptual plans and estimates of any work necessary to meet the present and anticipated needs of the science programs. As a general principle, facilities planning in the sciences will aim to make the boundaries between the disciplines more permeable.

The Arts

A recent joint report from the Art Department and Art Museum identified a number of needs. The Music Department, too, has pressing needs. Architects from The Hillier Group are working with these departments to assess any shortcomings in their facilities and to identify alternative solutions needed to correct major deficiencies.

The Languages

The languages require classroom and office space that better meet their current needs, and the Language Learning Center may require remodeling and re-equipping. These potential needs are under consideration.

Physical Education and Athletics

A higher profile for intercollegiate athletics will require some investment in facilities, and a statement of needs from this area of the College is being reviewed.

Residence Halls

The Residence Hall Study Committee is working with The Hillier Group to examine the residence halls, campus center, and dining facility needs. (The purpose of this study is discussed in the *Strengthening Existing Dimensions of the College: Campus Life* section of the *Plan*.) Conceptual alternative plans are due in May and a final report, including a Master Plan schedule, in September.

Studies in each of these areas either have begun or soon will begin with the intent of having recommendations by November 1997.

Library and Information Technology

Systematic planning for the academic uses of information and computing is essential if the College is to retain its teaching and research excellence. Closely consulting with appropriate faculty advisory groups, the College will invest adequately in support services, training, and the infrastructure needed by Library, Information and Technology Services (LITS) to support first-class research and instruction.

This *Plan* budgets substantial yearly additions to reserves for computing equipment.

Recognizing the need to support growing campus interest in technology, the College began in early 1996 to integrate the library, computing operations, language resource center, and electronic service units to form a merged organization called Library, Information, and Technology Services (LITS)—a model now being adopted increasingly by small private colleges. To support extended Web usage, the College is nearing completion of a three-year \$4.3 million project to bring fiber optic cable to each residence hall, providing every student with a port to the data network as well as video and new telephone lines. To ensure the capacity of the infrastructure, we have invested another \$1 million to upgrade electrical power in the halls—an essential but often overlooked issue.

Given tight resources, LITS must maintain a stable infrastructure upon which both the

administrative and academic branches of the College can depend.

Strategic Directions

- Assume a steady state budget despite rapid growth and change in libraries, computing, and media services.
- Provide appropriate funding for equipment replacement and collection development.
- Encourage and work toward increased Five College cooperation in technology support and collection development. This will allow us to leverage our ability to train staff, to maintain good collections, and to share expertise without budget increases.
- Provide a healthy staff-development program that will allow us to train staff in new technologies.
- Train clients for self-sufficiency and build an infrastructure to support it.
- Work toward a true merging of academic computing and media resources to provide the full range of support required to support trends in multimedia development and delivery.
- Place an emphasis on training students and student workers to find, manage, access, and produce information and to understand clearly technical and information tools.
- Develop in-depth staff expertise in work restructuring.
- Change the emphasis in labs from general purpose to more specialized uses.

Comprehensive Campaign

The Development Office has begun intensive planning for a comprehensive campaign that will seek to increase dramatically the amount of charitable giving from all sources.

Priorities will be congruent with and grow out of this *Plan*. Emphasis will be placed on 1) increasing the endowment, 2) increasing an already strong participation rate in the Annual Fund in support of operating revenues, 3) funding new initiatives and a limited number of renovation projects.

Since 1990, the College has raised less money for endowment than its chief competitors. Unrestricted bequests have been channeled into operating or capital purposes as a result of the budget pressures described above, and the College's weak position in endowment per student relative to its chief competitors has not improved. Fund-raising for endowment is therefore the top strategic priority for the campaign.

Although the College has an impressive track record of fund-raising, we have been overly reliant on bequests, and the campaign will increase gift income from living individuals through the implementation of quantitative operating plans to track volunteer and staff progress toward specific goals.

The campaign will be undergirded by an inclusive and energetic effort aimed at engaging and enlisting the support of all College constituencies—alumni, trustees, faculty, staff, students, parents, friends, corporations, and foundations. Tapping the energy and enthusiasm of the campus community and alumnae around the country, the campaign will create an environment of challenge and promise, promote the College's image, and have a cumulative positive effect on Mount Holyoke for many years to come.

The campaign plan calls for a public "launch" by December 1998, with fund-raising activity to begin immediately to secure the "nucleus fund."

The size of the goal will be determined by an analysis of what can be reasonably expected based on the giving capacity of our constituencies, the amount raised during the nucleus fund stage, and by the needs assessment as a follow-up to this *Plan*. This goal will be aggressive but attainable, and we will judge our success on the basis of the timeline outlined below and, most importantly, by whether we ultimately meet our goal.

In addition, we will evaluate our fund-raising on the basis of dollars spent versus dollars raised, relative to other institutions and relative to past Mount Holyoke performance in this measure.

Summary of Campaign Timeline

Winter 1996–97	Begin nucleus fund gift solicitation.
Spring 1997	Campaign Steering Committee named.
Summer 1997	Campaign Plan finalized.
Fall 1997	Board of Trustees authorizes campaign.
Winter/Spring 1997–98	Continue nucleus fund solicitations and closures.
Fall 1998	Kickoff event held and goal announced, along with nucleus fund total.
1999	Regional campaign events—“Kickoffs.”
2001	Review of campaign progress by Steering Committee and Campaign Development Committee
Summer 2003	Celebration of meeting campaign goal.

III. Appendices

Faculty Resources

Setting Priorities for Faculty Resources

First, it is vital to Mount Holyoke’s excellence that faculty are not only disseminators of knowledge but deeply involved in its discovery, testing, and creation. Providing time, facilities, and funds for research and artistic creation is essential, as is making it possible for students to share in those experiences along with their teachers. We recommend sustaining (and when possible enhancing) the current level of support for this work.

Next, we believe that over time competitive salaries and benefits are essential to attract and retain excellent faculty. We affirm the College’s present goal of maintaining its competitive position in our fifteen-college faculty salary comparison group.

Acknowledging that in the short run making progress toward financial equilibrium may necessitate some compromises about salary levels, we ask that the Faculty Planning and Budget Committee, the Dean, and the President vigilantly monitor comparative salaries to assure that we continue to attract our share of the most talented newcomers to the academic profession and to retain our best teachers and scholars.

While support for scholarship and competitive compensation are more important than sustaining the current number of faculty positions, we believe maintaining a low faculty-student ratio is essential to sustain academic success. Achieving financial equilibrium calls for a modest reduction (about five or so) in the number of continuing faculty positions. We believe the College can maintain both curricular breadth and quality of teaching after reductions on that scale. Any reductions should come without affecting career prospects for current tenured or tenure-track faculty. We anticipate that the retirement incen-

tive program offered to tenured faculty this spring will be helpful in achieving such reductions as may be necessary, and in creating budget savings that can be directed toward the academic program. Furthermore, we believe that by using teaching time more effectively, and by simplifying the curriculum to reduce the amount of time faculty spend on administrative tasks, we can minimize the potential negative impact of a slightly smaller number of faculty on both faculty and students.

Redefining Faculty Appointments and Procedures for Evaluation

For some time to come, most Mount Holyoke faculty are likely to hold all or part of their appointments in departments. However, the College’s recent experience demonstrates that from time to time appointments should be made in interdepartmental programs. In recruiting new faculty, the College needs to consider both the needs of our own curricular structures and national patterns of graduate education and professional life. Because of the way most graduate study is organized, most new doctoral recipients will hold degrees in traditional disciplines, and will seek appointments that sustain linkages to departments, even if a proportion of their teaching serves programs as well as their home department.

Because our curriculum has changed substantially, and because the College has developed new patterns of appointment such as “appointments with shared responsibilities,” it is likely that some current faculty, tenured or nontenured, may wish to propose modifications to the pattern of their own appointments that will better enable them and their colleagues to meet new needs. The EPC urges the Dean of the Faculty and Provost and the President to find ways of evaluating and accommodating such proposals.

If interdepartmental and extradepartmental teaching is to flourish, faculty who teach outside the entity in which they hold appointment must be recognized for that teaching and for interdisciplinary scholarly or creative work. All the entities in which a faculty member has taught regularly should have a clear and legitimate role in making recommendations about reappointment, tenure, and promotion. The Advisory

Committee should assess whether or not this goal calls for changes in Faculty Legislation.

Supporting Curricular Innovation and Improving Teaching

Our faculty of scholar-teachers rightly takes pride in its curricular imagination. Continual curricular evolution should remain a priority, even at a time when the size of the faculty cannot increase. We should support faculty efforts to learn to teach in curricular areas outside their current fields of expertise. Such support would often come in the form of course release or summer stipends, but also might involve team teaching or special seminars.

In addition, we should commit time and resources to enhancing the quality of our teaching. As we develop enhanced College-wide work in writing, speaking and argumentation, the Director of that program should sponsor seminars for faculty on how best to teach writing and speaking skills. The College could also benefit from better mentoring of beginning faculty, perhaps by designating a few skilled teachers to serve as mentors outside the normal pattern of departmental or programmatic evaluation.

Supporting Research and Intellectual Exchange

We should sustain (and when possible, enhance) support for travel to professional meetings and to research sites—the categories we now refer to as “faculty travel” and “faculty grants.” We recommend particular attention to support for hiring student research assistants, because such support benefits both faculty research and student learning.

The College needs to sustain a balance between commitment to disciplines, often enacted in off-campus professional communities, and engagement with Mount Holyoke colleagues both within and beyond one’s own department or program. Thoughtful and challenging conversations among students and between students and faculty are made more likely by lively intellectual life among the faculty as a whole. We should enhance the sense of intellectual community beyond individual departments and programs by

investing in a subsidized occasion—perhaps a lunch, perhaps a tea—at which members of the faculty give talks about their research to an audience of their colleagues.

Faculty Recognition

The Advisory Committee and the Faculty Conference Committee should continue to discuss with the President and the Dean of Faculty/Provost ideas for recognizing outstanding teaching and scholarly or creative work. The suggestions the EPC has received are sharply divided on this matter. Some faculty recommend awards for teaching excellence and “merit pay” for unusually effective and productive teachers and scholars. Others feel that moving in such directions would be divisive and have negative effects on relationships among colleagues. ■

Editorial Note to the Plan

As the final draft of this document was going to press, the following changes were made in the text already discussed and approved by the full EPC. The changes all appear in the section

Discussion of the Goals of the Plan:

Strengthening Existing Dimensions of the College.

1. Under *New Curricular Programs*, a sentence was added which reads, “the dean of the faculty and provost’s goal is to have an Asian American Studies Program in place by the fall of 1998.”
2. Under *Campus Life*, the second paragraph of the section on “Use of Space for Residential and Cocurricular Life” was revised to reflect the decision to allocate cultural space to two groups that recently requested it.
3. Also under *Campus Life*, the second paragraph of the section on “Spiritual Life” was revised to

reflect the plans for further defining the future structure of the chaplaincy and conducting a search for a permanent organizational leader of religious and spiritual life at Mount Holyoke.

These changes reflect commitments made to students by the president and dean of the faculty and provost which were not discussed by the elected faculty of the EPC. In the case of the first change described above, the dean of faculty and provost stated to students that he intends to move forward through the normal procedures by which the Faculty and its committees develop and approve courses, curricular proposals, and academic programs.

A number of other small editorial and proofreading changes were made in the final version.

College Planning Task Force

Comprising the Educational Priorities Committee and the Senior Staff

Educational Priorities Committee

Joanne V. Creighton, *President (Chair)*
 Peter Berek, *Dean of the Faculty and Provost*
 Nina Gerassi-Navarro, *Assistant Professor of Spanish*
 Richard Johnson, *Professor of English*
 Kavita Khory, *Associate Professor of Politics*
 Lynn Morgan, *Associate Professor of Anthropology*
 Elizabeth O’Donoghue, *Class of ’97*
 Harriet Pollatsch, *Professor of Science and Mathematics*
 John Rapoport, *Dean of the College and Dean of Studies*
 Jessica Rouse, *Class of ’99*
 Laurel Savoy, *Associate Professor of Geology*

STAFFED BY:

Phil Buchanan, *Assistant to the President & Secretary of the College*
 Cheri Cross, *Director of Communications*

Senior Staff

Joanne V. Creighton, *President*
 Peter Berek, *Dean of the Faculty and Provost*
 Phil Buchanan, *Assistant to the President & Secretary of the College*
 Cheri Cross, *Director of Communications*
 Wayne Gass, *Dean of Administration and Business Manager*
 Charlie Haight, *Chief Advancement Officer*
 Madelaine Marquer, *Special Assistant to the President for Educational and Academic Affairs & Affirmative Action Officer*
 Mary Jo Mayden, *Treasurer*
 John Rapoport, *Dean of the College and Dean of Studies*
 Anita Smith, *Director of Admissions*

Terry Ree, Andrea Filipkowski, and Laurie Kannins of the President’s Office provided administrative support throughout the planning process.