Mount Holyoke College’s Mission

Mount Holyoke’s mission is to provide an intellectually adventurous education in the liberal arts and sciences through academic programs recognized internationally for their excellence and range; to draw students from all backgrounds into an exceptionally diverse and inclusive learning community with highly accomplished, committed, and responsive faculty and staff; to continue building on the College’s historic legacy of leadership in the education of women; and to prepare students, through a liberal education integrating curriculum and careers, for lives of thoughtful, effective, and purposeful engagement in the world.
Introduction

Strategic planning is a moment of self-study and self-definition; a moment to evaluate achievements, identify opportunities for change and growth, and to envision a future that advances the reputation and mission of Mount Holyoke College. We do this confident in our values, enriched by our traditions, and informed by the external realities that affect our sector.

We remain committed to the goals articulated in our mission and in the previous plan, including the student learning goals, the Lynk initiative, integrated advising, and rightsizing. In 2014, we reduced and simplified our degree requirements, as a result of the call in the last two strategic plans to do so. This has enabled students to pursue more credentials (a Five College Certificate, a Nexus concentration, a second major, for example) or to deepen their work in their chosen major. These degree objectives have not, generally, added courses to the curriculum, but they do require infrastructure, support, and advising. At the same time, new areas of the curriculum have developed and grown—computer science, environmental studies, international relations, neuroscience—and that growth requires more resources to meet the increased demand. The same is true of other departments—Mathematics and Statistics, Economics, Gender Studies—and areas of study, such as journalism, creative writing, and media studies. Faculty groups and seminars have developed new interdisciplinary initiatives including data science; media studies; entrepreneurship, organizations, and society; global/local initiatives; as well as rethinking existing curricula to take them in new directions (e.g. critical social thought, gender studies). These are just the latest intellectual projects and curricular ideas generated by an excellent and engaged faculty working together.

...a moment to evaluate achievements, identify opportunities for change and growth, and to envision a future that advances the reputation and mission of Mount Holyoke College.

There is much that we have done to create opportunities and to build an infrastructure that positions us for success. Our commitment to creating access for underrepresented groups of students, to comprehensive internationalization, and to preparing students for careers, emerged from earlier strategic plans and
Mount Holyoke’s endeavors in these areas have garnered significant national attention and recognition. We have maintained application numbers and quality, and we have maintained the diversity of our undergraduates. We now boast 24% domestic students of color and 26% international students from 70 countries. We place a high value on what each of these students contributes to our intellectual community and to the global society that Mount Holyoke represents.

We remain committed to these priorities and values as distinguishing features of a Mount Holyoke education. We also preserve the value of a liberal education as one that is inclusive, creative, critical, and dedicated to purposeful engagement.

Our students:

- develop their intellectual and experiential abilities for self-cultivation and self-enrichment;
- grow in their capacity as citizens of their own countries and communities as well as “citizens of the world”;
- advance toward their desired careers and economic independence.

Some of our most significant strengths lie in the global diversity of our students, in our commitment to supporting purposeful engagement, and in the explicit linking of the liberal arts with the needs of a rapidly evolving set of challenges that will determine the quality of life on this planet. We imagine our globally astute, imaginative, critically thinking graduates as the next generation of valued leaders who will be sought throughout the world to help create a more equitable and sustainable paradigm for future generations.

In the increasingly challenging landscape of higher education, we recognize that we must continue to be both creative and purposeful in leveraging our particular characteristics—nimbleness, inventiveness, commitment to women’s education and to social justice, inclusiveness/diversity, and global/local synergies—and in defining the attributes and programs that draw students to Mount Holyoke.

Inaction is not an option. Our most imaginative curricular and cocurricular offerings will need to continue to attract traditional and new applicants who are looking for an ever more engaging college experience. We are motivated to do more, and the creativity and imagination that we bring to the future directions of the College will
also require that we bring that same creativity to the containment of costs and the generation of revenue to sustain and develop the quality liberal education that we offer. Simply put, we must be ever more imaginative in envisioning that future, and in extracting and developing value from our core. This will require College-wide commitment, trust, collaborative governance, and significant change.

The Plan for Mount Holyoke 2021 outlines priorities for the College that renew and reimagine our commitments to liberal learning, and promote the importance of both presence and place in the residential experience. Mount Holyoke is already well regarded for the excellence of its faculty and academic programs, the intense intellectual engagement of our students, and the professional distinction of our alumnae. Our vision of a robust and nimble community will enable us to move forward decisively, positioning Mount Holyoke for the strongest of futures by pursuing a clear strategy that is focused on our mission and its relevance, strategic investment in innovative models and programs, continuous evaluation of structures, assets and costs, and consistent promotion of the opportunities, values, and quality Mount Holyoke provides.
The Plan for Mount Holyoke 2021

We have identified four priorities that are broad in their scope and grounded in a commitment to our mission, values, and history. They resemble, on occasion, ideas in previous Mount Holyoke plans and reports, while taking new strategic turns. They indicate a commitment to sustained attention in order to develop our best ideas and address our challenges.

The four strategic priorities:

1. Leading With Distinction
   Mount Holyoke will provide excellent and distinctive academic programs for students that exemplify and demonstrate the extraordinary value of a liberal arts education.

2. Global Excellence
   Within the spirit and framework of our robust commitment to the liberal arts, Mount Holyoke will embrace innovations in teaching, academic programs, and research and scholarship to better prepare students to respond to the needs and challenges of a global society.

3. An Inclusive and Collaborative Community
   Mount Holyoke will shape and sustain an increasingly diverse, global, and inclusive community of students, faculty, and staff in an environment of mutual respect in which all thrive and contribute to the flourishing of others.

4. Effectiveness and Financial Sustainability
   Mount Holyoke will ensure the long-term financial sustainability of the College by improving organizational efficacy, and allocating resources in a strategic, evidence-based, and consistent manner.
Each of these priorities has significant goals, sub-goals, and objectives, and may require additional resources, engender reorganization, and necessitate some retrenchment. Each priority also envisions sustained creativity, unprecedented opportunities, and, sometimes, new structures.

We believe that each of these priorities, along with their attendant goals, objectives, and a detailed and focused implementation plan, should direct the work of the Mount Holyoke community for the next five years. In close collaboration with the proven success of our academic departments and programs, the College’s Centers (which emerged from strategic commitments to global initiatives, leadership, and the environment), the reconceived Career Development Center (CDC), the museums, Library, Information, and Technology Services (LITS), and the Division of Student Life, will continue to serve as critical hubs for, and engines of, extensive curricular and cocurricular partnerships.

Similarly, our governance structure is an asset, a strength, and a source of pride. Some small changes, along with enhanced communication and collaboration (between committees and with administrative offices), and increased clarity about decision-making responsibility and processes, will better position the College to implement the goals of this plan.

Each goal articulates a plan of action and areas of focus. As will be apparent, some of these goals are cross-cutting and require multiple efforts across campus.
Strategic Priorities

Leading With Distinction
Mount Holyoke will provide excellent and distinctive academic programs for students that exemplify and demonstrate the extraordinary value of a liberal arts education.

A. As one of the leading 21st-century liberal arts colleges for women,
Mount Holyoke will integrate enhancements in liberal arts education with preparation for leadership.
   i. Clearly and effectively articulate the case and vision for a distinguished women's college in the 21st century.
   ii. Identify new markets, both domestic and international, and develop programs that expose future students to a Mount Holyoke education.
   iii. Advance women's leadership throughout academic and cocurricular programs on campus, in global learning experiences, and by making Mount Holyoke the source and venue of choice for intensive leadership development programs.
   iv. Amplify and promote environmental efforts as a commitment to the future of our campus and the planet.
   v. Amplify and diversify opportunities for students to partner with faculty in research, scholarship, and artistic endeavors.
   vi. Further develop our practices in and innovative approaches to teaching and learning, including effective assessment and evaluation, to increase the impact and improve the outcomes of learning experiences on and off campus.
   vii. Better integrate academic and cocurricular learning, such as through expanded residential and theme-based learning communities.
   viii. Enhance, develop, and promote opportunities for student leadership.
   ix. Make advising and mentoring more holistic, integrating students' academic choices, personal development, global learning, internships, and career preparation.
   x. Advance and sustain curriculum-to-career strategies, such as Nexus and The Lynk, to connect students’ academic work with practical applications of the liberal arts and sciences.
   xi. Expand opportunities for global learning through study and internships abroad.
B. We will elevate and sustain a powerful “maker culture” supported by state-of-the-art facilities and technology.
   i. Develop or improve, appropriately equip, and regularly update both physical and virtual/digital “maker spaces” that provide support, inspiration, and tools to ignite the creativity and entrepreneurship of students, faculty, and staff.
   ii. Link students’ work as “makers” with their academic programs and the residential, cocurricular, and global elements of their lives at Mount Holyoke.

C. We will broaden the scope and diversity of educational programs, including professional and graduate study available to our students through Professional and Graduate Education (PaGE), and through intentional partnerships with other institutions.
   i. Expand and encourage students’ engagement with the multiple educational opportunities offered through the Five College Consortium.
   ii. Explore the development of educational partnerships with colleges and universities in the Five College Consortium, in the US, and in other countries to offer a broader array of undergraduate, professional, and graduate programs and activities in various configurations.
   iii. Develop, in a self-sustaining way, programs in PaGE that contribute to the academic reputation and reach of Mount Holyoke College.

Global Excellence
Within the spirit and framework of our robust commitment to the liberal arts, Mount Holyoke will embrace new opportunities and directions in teaching, academic programs, and research and scholarship to better prepare students to respond to the needs and challenges of a global society.

A. We will pilot, launch, promote, and rigorously evaluate distinctive and innovative academic programs that advance the College’s mission.
   i. Encourage and support faculty creativity in and across all disciplines, including emerging areas of study and research.
   ii. Develop or enrich academic programs in areas of strength or need, such as film and media studies, environmental studies, entrepreneurship and international business, global health, data and computer sciences, gender studies, and ethnic studies.
iii. Sustain rigor and disciplinary depth, while expanding interdisciplinary teaching and team-based educational programs and activities.

iv. Support excellence and innovation in teaching, such as by creating a center for learning and teaching and expanding faculty development opportunities.

B. We will establish and implement ongoing processes of review and assessment of academic programs to ensure their alignment with both students’ needs and the highest and best use of limited resources.

i. Work within the principles, structures, and values of collaborative governance to establish a system, process, and criteria for ongoing, regular, and accountable reviews of academic programs.

ii. Develop, strengthen, restructure, or discontinue academic programs using the system, process, and criteria as determined in 2.B.i.

C. We will advance and strengthen the College’s signature academic centers.

i. Review the functions, activities, and resources of the Centers for Global Initiatives, Leadership, and Environment to identify needs for new or additional support.

ii. Consider establishing additional centers or other such structures, as resources permit, based on assessment of the outcomes of innovative and interdisciplinary academic programs and activities.

D. We will amplify efforts to recruit and retain an excellent and diverse faculty who will lead the College in responding to the changing needs of future students.

i. Continue to recruit, retain, recognize, and reward a diverse, excellent, and collaborative faculty that is aligned with students’ needs, advances in knowledge and research, and the College’s strategic priorities and curricular goals.

ii. Continue to provide opportunities to recruit faculty in new or emerging disciplines who contribute to imaginative, new, or revitalized curricular expressions consistent with the evolving liberal arts.

iii. Provide greater internal support (including funding, spaces, technology, equipment, materials, and professional development) to support and enhance faculty work, including research, scholarship, and artistic creation.

iv. Increase external funding to support faculty research, scholarship, and artistic creation.
An Inclusive and Collaborative Community
Mount Holyoke will shape and sustain an increasingly diverse, global, and inclusive community of students, faculty, and staff in an environment of mutual respect in which all thrive and contribute to the flourishing of others.

A. We will enhance, preserve, and sustain the Mount Holyoke campus, including both natural and built environments, to provide engaging and beautiful frameworks for residential learning and an engaged community.

B. We will strengthen connections, networks, and community on campus by developing common endeavors, common spaces, and common times.
   i. Create additional opportunities, spaces, and infrastructure that support common endeavors and encourage greater engagement among students, faculty, and staff.
   ii. Plan and develop a community center and other social hubs on campus, including a venue for a modern, inclusive dining experience.
   iii. Create innovative learning spaces and adopt new technologies to facilitate global/local engagement and create more intentional opportunities to collaborate both on and off campus and around the world.
   iv. Relocate the Career Development Center to an improved space that inspires students and provides a focal point for Mount Holyoke's curriculum-to-career programs, as well as connections with our other Centers.
   v. Develop and implement a plan to improve campus residences in ways that facilitate community-building and support an exceptional student experience.
   vi. Develop and promote digital applications to support networking, encourage participation in campus activities and events, and help students and alumnae stay actively engaged with the College, regardless of their location.
   viii. Strengthen the alignment and collaborative functioning of the Alumnae Association and the College.

C. We will ensure that all College policies, procedures, and practices support diversity, equity, inclusivity, and the full participation of all members of the campus community.
   i. Recruit, engage, and retain diverse and excellent students, faculty, and staff.
   ii. Create a distinctive diversity, equity, and inclusion plan, including provisions for skills-based diversity and equity education for students, faculty, and staff.
that will apply equally to Mount Holyoke’s campus and our global and digital communities.

iii. Develop a website describing the College’s diversity, equity, and inclusion initiatives.

iv. Preserve, while strengthening, streamlining, and updating, collaborative governance structures and processes.

v. Review and revise, as needed, policies, procedures, and practices to both intentionally and consistently support the full participation of all members of the campus community, building upon the College’s principles of shared governance.

vi. Promote inclusion by honoring the social locations from which members of our community speak and experience the world, in order to question the structures of privilege, empower our students, and prepare them for success.

vii. Provide faculty and staff development opportunities and encourage campus conversations on issues of difference—including, but not limited to, race, ethnicity, and gender.

viii. Better support international students to promote not only welcome, but also engagement, retention, and success.

ix. Provide a variety of opportunities for members of the staff to improve their skills, develop their talents, and engage in the intellectual, social, and artistic life of the campus.
**Effectiveness and Financial Sustainability**

Mount Holyoke will ensure the long-term financial sustainability of the College by improving organizational efficacy, and allocating resources in a strategic, evidence-based, and consistent manner.

A. **We will take the necessary steps to sustain and enhance the financial future of the College and to assure a balanced budget.**
   i. Develop and implement a long-term enrollment and retention plan, including realistic projections of total class size with proportions of students in various categories.
   ii. Engage all members of the faculty and staff in collaborative efforts to promote student retention and success.
   iii. Undertake an ongoing process of review and reassessment not only of academic programs (as above), but also student services, organizational and administrative structures and systems, and positions of all types to improve workflows, effectiveness, and communication, and to promote the highest and best use of limited resources.
   iv. Encourage and entertain proposals from College faculty, staff, and alumnae for the creation of new programs or services that will diversify or strengthen Mount Holyoke’s revenue sources.

B. **We will create and implement a comprehensive plan for facilities and infrastructure development, maintenance, and replacement, linked to strategic priorities and projected enrollment and retention parameters.**

C. **We will calibrate fundraising efforts in relation to strategic priorities and fiscal needs.**
Conclusion

This strategic plan outlines a set of priorities for Mount Holyoke that both renew and reimagine our commitment to liberal learning, and the importance of both presence and place in the residential experience. Mount Holyoke is already well regarded for the excellence of its academic programs, the intense intellectual engagement of our students, and the professional distinction of our alumnae. Our priorities are specific enough to direct our energies and yet suggestive enough to be an invitation to the creativity and vitality of our faculty, staff and students, in response to global challenges and opportunities. Our priorities represent sustained investment in academic rigor in teaching, learning and scholarship, and commitment to inclusive excellence; they require us to actively engage and embed the diverse perspectives that members of our community bring to our work together. These priorities require us to act not only for the sustainability of the College, but for that of the environment, and they challenge us to continue to integrate, make visible, and develop the preparation for global careers and for leadership that the Mount Holyoke experience provides.

All of these priorities require that we work collaboratively, and with discipline, with respect to our financial, human, and environmental resources. They require organizational efficiencies and the elimination of any redundancies. They require intellectual energy and creativity alongside a consistent commitment to excellence and service. Meeting the objectives described here will sustain and renew the academic program, the College, and its campus environment, while further strengthening opportunities for personal and professional growth for students, faculty, and staff.
The Plan for Mount Holyoke 2021: Process

Mount Holyoke College is committed to comprehensive institutional planning that integrates strategic planning, facilities master planning, annual planning for the College as a whole, and on-going assessment that utilizes results for improvement. The planning cycle integrates four functions:

- Institutional research and assessment
- Strategic, facilities and financial planning
- Annual operating and budgeting
- Reaccreditation and self-study.

The College has adopted a five-year strategic planning period tied to the reaccreditation cycle set by the Commission of Institutions of Higher Education of the New England Association of Schools and Colleges. During year one, a Strategic Planning Committee (SPC) of students, staff, faculty, administrators, alumnae, and trustees works collaboratively, typically with several working groups, to develop and refine a plan. During the following four years of the cycle, the SPC reduces its numbers and becomes the College Planning Committee, responsible for monitoring the College's progress toward meeting the goals of the plan.

The current Strategic Planning Committee was formed in the fall semester of 2015. In the midst of the planning process the College announced a presidential transition, leading to a change in Committee leadership to assure that the priorities emerging from this plan would be effectively pursued. The members of the SPC read the previous strategic plans for Mount Holyoke (2003, 2011), the reports of the associated working groups, the Alumnae Association Strategic Plan (2015), and many other reports relating to the College and its activities. It considered the best ways to approach strategic planning and examined the strategic plans of a number of liberal arts colleges of our size, type, and standing. The College has also, since 2012, engaged in a series of studies focused on its organization, the perception of its defining characteristics and values, marketing, facilities, right-sizing, and financial sustainability.

By any standard, this focused self-study positions the College extraordinarily well to engage in aspirational thinking for 2021 and beyond. Alongside these efforts, the community came together through a range of surveys and forums, within and beyond the structures of committees to focus on questions that recurred in the strategic planning process, testifying to the community’s willingness to engage in reflection and self-improvement.

A number of core priorities emerged and four working groups were formed, two of them with sub-groups:

1. The Liberal Arts and Academic Innovation
2. The Student Experience
3. Collaborative Governance
   a. The Administration, faculty, staff, and students
   b. The Alumnae Association and the College
4. Workload and Compensation
   a. Faculty
   b. Staff
Each working group was charged with reviewing current practices and developing recommendations for bold yet realistic change. In addition, each working group approached its work in relation to the broader institutional goals of diversity and inclusion, the financial sustainability of the College, institutional effectiveness and assessment, and the academic calendar.

We recognized that many of the community’s concerns were operational. At the same time, the working groups focused their deliberations and findings on establishing ideas, solutions, and opportunities for further study. The purposes of the working groups’ conversations and reports were, therefore:

› to generate good ideas;
› to raise concerns that might impede our aspirations and that could be addressed through the Plan or through existing or new governance structures;
› to document the conversations and to communicate these to community members;
› to identify areas for further study.

We also set out to leverage our greatest assets—excellence, creativity, campus, connections, and a residential experience that makes possible all of the above, as well as the community that is Mount Holyoke. These strengths will help us to address the major challenges to sustaining and renewing Mount Holyoke’s cherished educational model.

Some of the issues we identified evoked aspirations and goals that had been raised, and sometimes addressed, by earlier Mount Holyoke strategic plans. Strategic planning is always both a reflection on and product of the past and a projection into the future. The recurrence of these themes is intended to signal that they either remain a challenge or have evolved and require renewed attention and new approaches, or that they present opportunities for further development, building on successful strategies already implemented.

Although the significant issue of financial sustainability was noted in the last two strategic plans, this particular challenge continues to be one of our most important areas of attention and focus. Similarly, the last strategic plan led to comprehensive efforts to understand and develop strategies for “rightsizing.” As we move into our next strategic plan, we will commit to financial sustainability and to investing in our highest priorities and our best-use properties to sustain the institution over the long term.
Appendix A

List of institutional documents reviewed by Strategic Planning Committee

3. Alumnae Association Strategic Plan
4. Facilities Master Plan, 2014
5. Report on faculty advising loads, 2015
12. Staff demographics study by division, 2015
13. Sibson-Bucknell Study on faculty total compensation, 2015
14. SiteLines Report on bricks and mortar/deferred maintenance
15. Simpson Scarborough Branding Study
16. “Striking a Balance” report from Dean of Faculty
17. Student surveys from Office of Institutional Research, multiple years
18. Summary of Community Conversations, September 2015
19. Summary report on small group faculty conversations with the President, 2014, 2015
Appendix B
Strategic Planning Conversations, Meetings and Events

2014
Fall
Small group meetings with faculty at President’s House

2015
January 13
Faculty Retreat with College Planning Committee & Keeling Associates
February 26 & 27
Board of Trustees Retreat with Keeling Associates
Spring
Small group meetings with faculty at President’s House
August 26
Strategic Planning Committee Meeting #1
Early September
Faculty survey (141 respondents)
September 8
Community Conversations (110-120 student & staff participants)
September 11
Board of Trustees Strategic Planning Plenary Session
September 14
Strategic Planning Committee Meeting #2
September 17
Alumnae Forum, New York City
September 17–22
Staff Survey (339 respondents)
September 23
Strategic Planning Committee Meeting #3
September 30
Alumnae Forum, London
October 5
Strategic Planning Committee Meeting #4
October 21
WG Meeting: Collaborative Governance – AA and the College
October 22
WG Meeting: Workload and Compensation – Staff
October 23
Strategic Planning Committee Meeting #5
October 26
WG Meeting: Liberal Arts, Academic Innovation, Faculty of the Future
October 28
WG Meeting: Workload and Compensation – Staff
October 28
WG Meeting: Workload and Compensation – Faculty
November 2
Strategic Planning Committee Meeting #6
November 2
WG Meeting: Liberal Arts, Academic Innovation, Faculty of the Future
November 2
WG Meeting: Student Experience
November 4
WG Meeting: Workload and Compensation – Staff
November 4
WG Meeting: Workload and Compensation – Faculty
November 9
WG Meeting: Liberal Arts, Academic Innovation, Faculty of the Future
November 9
WG Meeting: Student Experience
November 11
WG Meeting: Workload and Compensation – Faculty
November 11
WG Meeting: Collaborative Governance – AA and the College
November 11
WG Meeting: Workload and Compensation – Staff
November 16
Asian Alumnae Focus Group
November 16
WG Meeting: Liberal Arts, Academic Innovation, Faculty of the Future
November 16
Strategic Planning Committee Meeting #7
November 16
WG Meeting: Student Experience
November 18
WG Meeting: Workload and Compensation – Staff
November 20
WG Meeting: Workload and Compensation – Faculty
November 23
WG Meeting: Liberal Arts, Academic Innovation, Faculty of the Future
November 24
WG Meeting: Collaborative Governance – AA and the College
November 24
WG Meeting: Workload and Compensation – Faculty
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<th>Date</th>
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<tr>
<td>November 30</td>
<td>WG Meeting: Liberal Arts, Academic Innovation, Faculty of the Future</td>
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<td>November 30</td>
<td>WG Meetings: Student Experience Subcommittees</td>
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<td>December 6</td>
<td>Alumnae Forum, Los Angeles</td>
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<td>February 17</td>
<td>Strategic Planning discussion at Faculty Meeting</td>
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<td>Strategic Planning update at OPC Meeting</td>
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<td>Presentation/feedback session to the Board on WG summaries</td>
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<td>March 21</td>
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<td>March 22</td>
<td>Dean of Faculty update to Student Government Association</td>
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<td>April 2</td>
<td>Strategic Planning Committee – Daylong editing and revising session</td>
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<td>Strategic Planning Committee Meeting #15</td>
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<td>April 6</td>
<td>SPC Faculty Presentation, Faculty Meeting</td>
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<td>April 6–14</td>
<td>Faculty Online Response to Draft</td>
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<td>April 18</td>
<td>Strategic Planning Committee Meeting #16</td>
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<td>April 29</td>
<td>Strategic Planning Committee Meeting #17</td>
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<tr>
<td>May 6</td>
<td>Draft plan presented to board of trustees</td>
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<td>June–August</td>
<td>Feedback meeting with officers, draft revisions completed</td>
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Appendix C
Committee and Working Group Members

Strategic Planning Committee Members

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Strategic Planning Working Group Membership

Working Group on Collaborative Governance between the Alumnae Association and the College
Chau Ly ’97, Chair (College Trustee, Strategic Planning Committee Member)
Carly Kite (Director of Strategic Marketing and Communications)
Marcia Brumit Kropf, ’67 (President of the Alumnae Association, College Trustee, Strategic Planning Committee Member)
Eva Paus (Director of the McCulloch Center for Global Initiatives and Professor of Economics)
Nancy Bellows Perez ’76 (Interim Executive Director of the Alumnae Association and former Director at Large of the Alumnae Association Board of Directors)
Jill Stern ’84 (Director of the Mount Holyoke Fund and Advancement Communications)
Sally Sutherland (Senior Lecturer in English)

Working Group on the Liberal Arts, Academic Innovation, and the Faculty of the Future
Jim Coleman (Five College Dance Chair)
Donnie Cotter (Associate Professor of Chemistry)
Beth Howland (Senior Leadership Gift Officer in Advancement)
Liz Lierman (Director of the Career Development Center)
Annette McDermott (Interim Dean of Religious and Spiritual Life)
Mary Ramsay (Director of Foundation Relations and Sponsored Research)
Karen Remmler (Professor of German Studies)
Margaret Robinson (Professor of Mathematics)
Amina Steinfels (Associate Professor of Religion)
Alex Wirth-Cauchon (Chief Information Officer and Executive Director of LITS)

Working Group on Collaborative Governance and Academic Organization
Teresa Azahar (Benefits and Training Specialist in Human Resources)
Courtney Brunson ’16 (President of the SGA)
Joan Cox (Professor of Politics)
Steve Dunn (Professor of Geology)
Mindy Lewis ’75, P’05 (College Trustee, Strategic Planning Committee Member)
Lynn Morgan, Chair (Professor of Anthropology)
Paula Pierce ’94 (Director of the Equestrian Center and Strategic Planning Committee Member)

Working Group on Faculty Workload and Compensation
Jens Christiansen (Professor of Economics)
Wei Chen (Professor of Chemistry)
Samba Gadjigo (Professor of French)
James Harold (Professor of Philosophy)
Martha Hoopes, Chair (Associate Professor of Biology)
Kathleen Pertzborn (Assistant Dean of Faculty)
**Working Group on Staff Workload and Compensation**

Chris Abbuhl (Director of Human Resources)
Chris Domina (Assistant Director of Landscape and Cleaning Services in Facilities Management)
Mark Garner (Assistant Director of Cash Operations in Dining Services)
Mary Heyer (Technology Asset Coordinator in LITS)
Julie Lackner (Gift Planning Officer in Advancement)
Dawn Larder (Academic Department Coordinator in Economics)
Devon Smith (Senior Programmer/Analyst in LITS)
Doug Vanderpoel (Director of Auxiliary Services)
Nashalie Vazquez (Area Coordinator in Residential Life)

**Working Group on the Student Experience**

Marcella Runell Hall, Chair (Dean of Students)
Rachel Alldis (Assistant Dean of Students and Director of Residential Life)
Beverly Bell (Visiting Assistant Professor of Education and Director of Master of Arts in Teaching in PaGE)
Catarina Costa (Associate Dean of Admission)
Liz Huang '16 (Class Officer and Strategic Planning Committee Member)
Kerstin Nordstrom (Assistant Professor of Physics)
Erin Stalberg (Director of Discovery and Access in LITS)
Donna Van Handle (Senior Lecturer in German Students and Dean of International Students)
Michelle Willette (Office Manager in Admission)

**Sub-Committee Membership**

*Demographics*
Catarina Costa (Associate Dean of Admission)
Karen Osgood (Associate Director of Admission)

*Retention*
Kerstin Nordstrom (Assistant Professor of Physics)
Michelle Willette (Office Manager in Admission)

*Communications*
Beverly Bell (Visiting Assistant Professor of Education and Director of Master of Arts in Teaching in PaGE)
Erin Stalberg (Director of Discovery and Access in LITS)

*Co-curricular Learning*
Rachel Alldis (Assistant Dean of Students and Director of Residential Life)
Beverly Bell (Visiting Assistant Professor of Education and Director of Master of Arts in Teaching in PaGE)
Liz Huang '16 (Class Officer and Strategic Planning Committee Member)
Erin Stalberg (Director of Discovery and Access in LITS)
Donna Van Handle (Senior Lecturer in German Students and Dean of International Students)
The Plan for Mount Holyoke 2021

Footnotes
Introduction

The Plan for Mount Holyoke 2021 outlines priorities for the College that both renew and reimagine our commitments to liberal learning, and the importance of both presence and place in the residential experience. Mount Holyoke is already well regarded for the excellence of its faculty and academic programs, the intense intellectual engagement of our students, and the professional distinction of our alumnae.

Our strengths lie in the global diversity of our students, in our commitment to supporting purposeful engagement, and in the explicit linking of the liberal arts with the needs of a rapidly evolving set of challenges that will determine the quality of life on this planet. We imagine our globally astute, imaginative, critically thinking graduates as the next generation of valued leaders who will be sought throughout the world to help create a more equitable and sustainable paradigm for future generations.

Our vision of Mount Holyoke as a robust and nimble community will enable us to move forward decisively, to position the College for the strongest of futures through the pursuit of strategic objectives focused on our mission and its relevance; through investment in energetic staff and faculty creativity, as well as in imaginative educational models and programs; through continuous evaluation of structures, assets and costs; and consistent promotion of the opportunities, values, and quality Mount Holyoke provides.

Our priorities are specific enough to direct our energies and yet suggestive enough to be an invitation to the creativity and vitality of our faculty, staff and students, in response to global challenges and opportunities. Our priorities represent sustained investment in academic rigor in teaching, learning and scholarship, and commitment to inclusive excellence; they require us to actively engage and embed the diverse perspectives that members of our community bring to our work together. These priorities require us to act not only for the sustainability of the College, but for that of the environment, and they challenge us to continue to integrate, make visible, and develop the preparation for global careers and for leadership that the Mount Holyoke experience provides.
Strategic Priorities

Leading with Distinction
Mount Holyoke will provide excellent and distinctive academic programs for students that exemplify and demonstrate the extraordinary value of a liberal arts education.

A. As one of the leading 21st-century liberal arts colleges for women, Mount Holyoke will integrate enhancements in liberal arts education with preparation for leadership.

i. Clearly and effectively articulate the case and vision for a distinguished women’s college in the 21st century.

ii. Identify new markets, both domestic and international, and develop programs that expose future students to a Mount Holyoke education.

iii. Advance women’s leadership throughout academic and cocurricular programs on campus, in global learning experiences, and by making Mount Holyoke the source and venue of choice for intensive leadership development programs.

iv. Amplify and promote environmental efforts as a commitment to the future of our campus and the planet.

v. Amplify and diversify opportunities for students to partner with faculty in research, scholarship, and artistic endeavors.

vi. Further develop our practices in and innovative approaches to teaching and learning, including effective assessment and evaluation, to increase the impact and improve the outcomes of learning experiences on and off campus.
vii. Better integrate academic and cocurricular learning, such as through expanded residential and theme-based learning communities.

viii. Enhance, develop, and promote opportunities for student leadership.

ix. Make advising and mentoring more holistic, integrating students’ academic choices, personal development, global learning, internships, and career preparation.

x. Advance and sustain curriculum-to-career strategies, such as Nexus and The Lynk, to connect students’ academic work with practical applications of the liberal arts and sciences.

xi. Expand opportunities for global learning through study and internships abroad.

B. We will elevate and sustain a powerful “maker culture” supported by state-of-the-art facilities and technology.

i. Develop or improve, appropriately equip, and regularly update both physical and virtual/digital “maker spaces” that provide support, inspiration, and tools to ignite the creativity and entrepreneurship of students, faculty, and staff.

ii. Link students’ work as “makers” with their academic programs and the residential, cocurricular, and global elements of their lives at Mount Holyoke

C. We will broaden the scope and diversity of educational programs, including professional and graduate study available to our students through PaGE, and through intentional partnerships with other institutions.

i. Expand and encourage students’ engagement with the multiple educational opportunities offered through the Five College Consortium.

ii. Explore the development of educational partnerships with colleges and universities in the Five College Consortium, in the US, and in other countries to offer a broader array of undergraduate, professional, and graduate programs and activities in various configurations.

iii. Develop, in a self-sustaining way, programs in PaGE that contribute to the academic reputation and reach of Mount Holyoke College.
Global Excellence
Within the spirit and framework of our robust commitment to the liberal arts, Mount Holyoke will embrace new opportunities and directions in teaching, academic programs, and research and scholarship to better prepare students to respond to the needs and challenges of a global society.

A. We will pilot, launch, promote, and rigorously evaluate distinctive and innovative academic programs that advance the College’s mission.

   i. Encourage and support faculty creativity in and across all disciplines, including emerging areas of study and research.
   ii. Develop or enrich academic programs in areas of strength or need, such as film and media studies, environmental studies, entrepreneurship and international business, global health, data and computer sciences, gender studies, and ethnic studies.
   iii. Sustain rigor and disciplinary depth, while expanding interdisciplinary teaching and team-based educational programs and activities.
   iv. Support excellence and innovation in teaching, such as by creating a center for learning and teaching and expanding faculty development opportunities.

B. We will establish and implement ongoing processes of review and assessment of academic programs to ensure their alignment with both students’ needs and the highest and best use of limited resources.

   i. Work within the principles, structures, and values of collaborative governance to establish a system, process, and criteria for ongoing, regular, and accountable reviews of academic programs.
   ii. Develop, strengthen, restructure, or discontinue academic programs using the system, process, and criteria as determined in 2.B.i.

C. We will advance and strengthen the College’s signature academic centers.

   i. Review the functions, activities, and resources of the Centers for Global Initiatives, Leadership, and Environment to identify needs for new or additional support.
   ii. Consider establishing additional centers or other such structures, as resources permit, based on assessment of the outcomes of innovative and interdisciplinary academic programs and activities.
D. We will amplify efforts to recruit and retain an excellent and diverse faculty who will lead the College in responding to the changing needs of future students.

i. Continue to recruit, retain, recognize, and reward a diverse, excellent, and collaborative faculty that is aligned with students’ needs, advances in knowledge and research, and the College’s strategic priorities and curricular goals.

ii. Continue to provide opportunities to recruit faculty in new or emerging disciplines who contribute to imaginative, new, or revitalized curricular expressions consistent with the evolving liberal arts.

iii. Provide greater internal support (including funding, spaces, technology, equipment, materials, and professional development) to support and enhance faculty work, including research, scholarship, and artistic creation.

iv. Increase external funding to support faculty research, scholarship, and artistic creation.
An Inclusive and Collaborative Community
Mount Holyoke will shape and sustain an increasingly diverse, global, and inclusive community of students, faculty, and staff in an environment of mutual respect in which all thrive and contribute to the flourishing of others.

A. We will enhance, preserve, and sustain the Mount Holyoke campus, including both natural and built environments, to provide engaging and beautiful frameworks for residential learning and an engaged community.

B. We will strengthen connections, networks, and community on campus by developing common endeavors, common spaces, and common times.

   i. Create additional opportunities, spaces, and infrastructure that support common endeavors and encourage greater engagement among students, faculty, and staff.

   ii. Plan and develop a community center and other social hubs on campus, including a venue for a modern, inclusive dining experience.

   iii. Create innovative learning spaces and adopt new technologies to facilitate global/local engagement and create more intentional opportunities to collaborate both on and off campus and around the world.

   iv. Relocate the Career Development Center to an improved space that inspires students and provides a focal point for Mount Holyoke’s curriculum-to-career programs, as well as connections with our other Centers.

   v. Develop and implement a plan to improve campus residences in ways that facilitate community-building and support an exceptional student experience.

   vi. Develop and promote digital applications to support networking, encourage participation in campus activities and events, and help students and alumnae stay actively engaged with the College, regardless of their location.


   viii. Strengthen the alignment and collaborative functioning of the Alumnae Association and the College.

C. We will ensure that all College policies, procedures, and practices support diversity, equity, inclusivity, and the full participation of all members of the campus community.

   i. Recruit, engage, and retain diverse and excellent students, faculty, and staff.

   ii. Create a distinctive diversity, equity, and inclusion plan, including provisions for skills-based diversity and equity education for students, faculty, and staff
that will apply equally to Mount Holyoke’s campus and our global and
digital communities.

iii. Develop a website describing the College’s diversity, equity, and
inclusion initiatives.

iv. Preserve, while strengthening, streamlining, and updating, collaborative
governance structures and processes.

v. Review and revise, as needed, policies, procedures, and practices to
both intentionally and consistently support the full participation of all
members of the campus community, building upon the College’s principles
of shared governance.

vi. Promote inclusion by honoring the social locations from which members
of our community speak and experience the world, in order to question the
structures of privilege, empower our students, and prepare them
for success.

vii. Provide faculty and staff development opportunities and encourage campus
conversations on issues of difference—including, but not limited to, race,
ethnicity, and gender.

viii. Better support international students to promote not only welcome, but also
engagement, retention, and success.

ix. Provide a variety of opportunities for members of the staff to improve their
skills, develop their talents, and engage in the intellectual, social, and artistic
life of the campus.
**Effectiveness and Financial Sustainability**

Mount Holyoke will ensure the long-term financial sustainability of the College by improving organizational efficacy, and allocating resources in a strategic, evidence-based, and consistent manner.

A. We will take the necessary steps to sustain and enhance the financial future of the College and to assure a balanced budget.

i. Develop and implement a long-term enrollment and retention plan, including realistic projections of total class size with proportions of students in various categories.

ii. Engage all members of the faculty and staff in collaborative efforts to promote student retention and success.

iii. Undertake an ongoing process of review and reassessment not only of academic programs (as above), but also student services, organizational and administrative structures and systems, and positions of all types to improve workflows, effectiveness, and communication, and to promote the highest and best use of limited resources.

iv. Encourage and entertain proposals from College faculty, staff, and alumnae for the creation of new programs or services that will diversify or strengthen Mount Holyoke’s revenue sources.

B. We will create and implement a comprehensive plan for facilities and infrastructure development, maintenance, and replacement, linked to strategic priorities and projected enrollment and retention parameters.

C. We will calibrate fundraising efforts in relation to strategic priorities and fiscal needs.
Implementation

The most important next step is to create a shared understanding of and a plan for how and when we will implement these priorities and the objectives derived from them. We will do this through the shared governance structures and an Implementation Planning Group, the work of which will be reviewed and reported on by the College Planning Committee. All of these priorities require that we work collaboratively, and with discipline, with respect to our financial, human and environmental resources. They require organizational efficiencies and the elimination of any redundancies. They require intellectual energy and creativity alongside a consistent commitment to excellence and service. Meeting the objectives described here will sustain and renew the academic program, the College, and its campus environment, while further strengthening opportunities for personal and professional growth for students, faculty, and staff.
The Plan for Mount Holyoke 2021: Implementation

During the academic year 2015-16, working groups were formed and a plan developed by the Strategic Planning Committee. The Board of Trustees reviewed and discussed the draft plan at the May meeting, and endorsed its key themes.

Further work was done over the summer to integrate the ideas of the Board, clarify the priorities, and specify goals within each of the priorities. At the same time, ground work was done to prepare a foundational implementation document. The Strategic Planning Committee reviewed the latest draft of the Plan in early September, after which it was shared with the Mount Holyoke community (Faculty Meeting, Operating Policies Committee, Staff Council). It will be presented to the Board for approval at the end of September, along with the foundational implementation document.

Once approved, we will convene an Implementation Planning Group (IPG) in order to make the identified priorities, goals, and objectives actionable. The IPG will prepare an Implementation Plan identifying the activities required to achieve each of the goals and objectives specified in the Strategic Plan.

The IPG, with support from and using a framework provided by Keeling and Associates, will meet from October through December 2016, and will be charged with submitting the completed Implementation Plan to the College Planning Committee (CPC) by December 31. Keeling and Associates bring experience of peer institutions and their strategic planning processes, including implementation plans. They also offer technical support in the senior staff’s area of most desired development—metrics and evaluation—and will fill a temporary staffing gap in Institutional Research.

With their support, we will create an Implementation Plan which:

1. focuses on tangible and measured outcomes, aligned with priorities, and not just on activity;

2. engages senior staff in professional development in order to strengthen collaborative practices and deliver outcomes on which their performance will be evaluated;

3. and establishes timeline, assignment of responsibility, and accountability for completion, projected costs, and evaluation methods and metrics.
The CPC will have the responsibility of review and dissemination of the Implementation Plan, providing support for and oversight of the implementation process, and tracking and reporting progress over time.

The Implementation Plan will:

- provide a framework for the budget process for FY18 and beyond;
- provide context for the January finance or other retreat of the Board of Trustees and the February meeting of the same;
- direct all future strategic investment and fundraising efforts;
- provide a roadmap and timeline for College activities and initiatives;
- and provide a template for accountability.

It is expected that the IPG will provide monthly reports to the CPC and to the community by means of an enhanced strategic Planning website and other regular opportunities afforded by the College governance structure. In addition, a small ad hoc trustee committee will complement the CPC, providing oversight and updates to the Board of Trustees.

Proposed membership of the IPG (to be discussed):

Lenore Reilly, Office of President, Planning and Assessment  
Kathleen Pertzborn, Office of President, chief of staff  
Jon Western, vice president for academic affairs and dean of faculty  
Christina Griffin, academic budget manager  
Shannon Gurek, vice president for finance and administration  
Judith Dyjach, budget manager  
HR representative  
Paul Breen, Director, Facilities Management  
Gail Berson, vice president for enrollment and dean of admission  
Nancy Perez, interim executive director, alumnas association  
Alex Wirth-Cauchon, chief information officer  
Center Directors:  
  Catherine Corson (MWCE)  
  Liz Lierman (CDC)  
  Becky Packard (WCL)  
  Eva Paus (MCGI)  
Marcella Runell Hall, vice president for student life and dean of students  
Latrina Denson, assistant dean of students  
Kassandra Jolley, vice president for advancement  
Christine Hutchins (or designee), communications and marketing  
Elizabeth Pyle, registrar  
Director of Institutional Research (when appointed)  
At least ONE representative from APC, P&B, OPC, Staff Council, SGA
Time Commitment:

The IPG will spend most of their time in small working sub-groups (by priority area). This will require 4-6 members per sub-group, in addition to the chairing officer. Each of the working groups should have at least one (ideally two) faculty member(s) and make effective use of existing governance structures. With multiple faculty members/faculty committee representatives proposed as members of the IPG, inclusion of faculty perspectives in assured.

The IPG as a whole meets only 3-4 times – once or twice at the beginning of the process, once in midstream, and once near the conclusion. In between those meetings, subgroups – typically organized by priority area – meet to get the work of defining activities and their parameters done. The subgroups will normally meet weekly during the process. The IPG meeting(s) of the whole group will 1 and 2 = prep for the work, agree on template, define intended approach, develop work plan; Meeting 3 = midpoint check and problem-solving; Meeting 4 (last) = review of work to date, elimination of duplication, connecting dots between different goals and objectives, integrating implementation steps from the four groups into a workable overall plan.