



## *The Plan for Mount Holyoke 2010*

*Approved by the*  
Mount Holyoke College Board of Trustees  
May 3, 2003

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## **Mount Holyoke College Mission Statement**

Mount Holyoke College reaffirms its commitment to educating a diverse residential 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.

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**A synopsis of *The Plan for Mount Holyoke 2010* has been published separately.**

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*Do something—teach  
—have a plan—  
live for some purpose.*

—Mary Lyon<sup>1</sup>

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# Introduction

This *Plan* builds on *The Plan for Mount Holyoke 2003*. That plan distilled a select group of ideas and priorities—goals for a six-year period—thereby providing a clear and measurable set of criteria by which to judge the institution’s progress. The College is in a much stronger position in 2003 than it was in 1997. Institutional confidence is high; we are in the final year of a very successful campaign, thanks to the extraordinary generosity of donors, especially alumnae; and we have had four consecutive years of record-breaking numbers of applications. At the same time, Mount Holyoke continues to defy the dominant trends in higher education toward large, public, nonresidential, professional, urban, and coed. Our endowment remains much smaller than those of many peer institutions; the educational marketplace has become even more competitive; and the larger world is impinging on us in ways we could not have imagined six years ago. This *Plan* seeks to turn challenges into opportunities.

## The Challenges of Globalization

The forces of global economics and interconnectivity and the processes of international integration and disaggregation are changing the world. Global responses to many problems are needed, but few institutionalized structures to deal with such problems are in place. We live in an era where collective identities—nation, ethnicity, religion, gender—are called into question, but the quest for personal identity and meaning is stronger than ever.

How do we educate students in such a world? We believe that we should hold fast to our historic mission, seeing it as continuing inspiration to educate students for global citizenship. An important priority articulated in this *Plan* and infused throughout it is our concerted attention to building and enhancing the international dimensions of a Mount Holyoke education, an emphasis that finds its roots and inspiration in the very origins of the College and its history of “purposeful engagement in the world.” Moreover, since we are experiencing only the latest and most intense round of a globalization process that has been going on for hundreds of years, we need to educate students about the historical contexts of today’s realities. We should turn the challenges of globalization into opportunities to engage students in analysis of its multifaceted dimensions, including the internationalization of American experience and the connections between local and global issues and contexts. We should help them to understand a variety of cultures and societies over the course of time, to ponder the links among them, and to search for meaningful ways to respond and to interact across cultures.

Although we have rich resources for and deep interest in these objectives, we need to explore further the programs, alliances, and initiatives that will enable us to reimagine and reinvigorate the possibilities of liberal arts education in the twenty-first century. We need to turn the complexities of academic organization into opportunities, seeing them as places where the institution is growing toward more felicitous structures, of form attempting to follow function.

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<sup>1</sup> In one of her daily talks to students, according to Beth Bradford Gilchrist, *The Life of Mary Lyon* (Boston: Houghton Mifflin Co.: 1910), p. 316.

## The Challenges of Change

The rapid advancement of knowledge, the emergence of important new fields, and the radical transformations brought on by technology and globalization demand from graduates ever greater abilities to adapt to changing work environments and to persist in the acquisition of knowledge and skills throughout a lifetime.

Let us prepare our graduates to negotiate such a world with confidence and competence. Students need to learn how to learn, to be analytical, to articulate arguments, to weigh evidence, to evaluate conflicting points of view, to bring in multidisciplinary perspectives, to hone aesthetic sensibility and creativity, to connect the theoretical and the empirical (the big ideas and what's happening on the ground), to respond to challenges not yet even identified. Indeed, the skills and habits of mind developed through a liberal arts education are more important than ever. Yet faculty should engage in conversation about educational goals and effectiveness with students, alumnae, and others outside the academy. And, within Mount Holyoke itself, we should be adaptable to change as well; we should move beyond the inefficiencies and atomization that fragment our efforts.

## The Challenges of Meaning and Values

An increasing emphasis on individual, material well-being over the last two decades has pushed aside ethical values and personal responsibility as important guideposts for how we lead our lives and has left a yearning for meaning beyond the material. While in the larger society, cynicism and apathy threaten to undermine concern for the social good, we continue to attract to Mount Holyoke students who want to make a positive difference in the world.

In response, we need to encourage this idealism and to keep faith in the humanizing dimensions of a liberal arts education: "The liberal arts are the arts of thought, perception, and judgment; the arts that foster humanity and civility of spirit; and it is these arts that Mount Holyoke College places at the center of its life."<sup>2</sup> Indeed, it is often the existential and imaginative truths of great fiction or music or film or poetry that offer fresh, nuanced ways to know and savor the subtleties of human life. So, too, do we need to remain true to the sense of concern, responsibility, and purposefulness that guided this institution from the start. We need to reaffirm our commitment to the honor code that connects generations of Mount Holyoke women. We need to ask ourselves: Are we developing enlightened, compassionate, committed citizens and leaders? Does education at Mount Holyoke support the development of ethical judgment and a sense of responsibility for others?

## The Challenge of Institutional Identity

As a small, private, residential liberal arts college for women in a nonurban setting, Mount Holyoke goes against the dominant trends in higher education. But we are convinced that distinctiveness constitutes our strength. If we are, in some respects, a niche market, then let us make the most of it. Let us mine each facet of our identity for its incipient strength.

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<sup>2</sup> "A Report, at the Request of the Conference Committee, from the Ad Hoc Committee on the Principles of the College," September 27, 1971.

*The Plan for Mount Holyoke 2003* taught us the extraordinary potential of marshaling the collective energies of faculty, students, staff, and alumnae in common cause. This new *Plan* envisions an ever more highly functioning institution; an institution self-consciously poised to take advantage of every opportunity; one that is more nimble, supple, and scrappy than the institutions with which we compete. It aspires to have Mount Holyoke become the most focused, relevant, exciting, state-of-the-art liberal arts college in the country. It aims to enhance the College's position in the marketplace by strengthening the academic program; reinforcing key institutional strengths and values; building connections; improving the campus and facilities; strategically stewarding College resources; and aggressively cultivating institutional support and visibility.

## Educating Uncommon Women for the Common Good

In turning challenges into opportunities, this *Plan* draws deeply from a sense of history and continuity. It builds upon the historically resonant mission articulated in *The Plan for Mount Holyoke 2003*: **our commitment to educating a diverse residential 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.** Here is a brief preview of what the *Plan* proposes about each essential component of our identity: academic excellence, the liberal arts, purposeful engagement, diverse community, residential learning, and women's education.

**Academic Excellence** Mount Holyoke's living tradition of academic excellence is the heart of the *Plan*. We will privilege academic priorities, invest in the people and resources necessary for their realization, and rededicate ourselves to the highest standards of excellence. We will keep faculty ranks vital, strong, and renewed by increasing the number of tenure-track faculty, keeping salaries and benefits competitive with peer groups, strengthening faculty development, building intellectual community, and providing essential support. So, too, will we recruit and retain able, engaged, serious-minded students, encourage and support their educational aspirations, and provide substantial financial aid.

**Liberal Arts** The liberal arts curriculum—"an education in what we are and have been, and in the worlds we inhabit and have created: the worlds of thought and art, the social and physical worlds"<sup>3</sup>—and a vibrant culture of strong teaching, research, and mentoring are the foundation of a Mount Holyoke education. This *Plan* asks the faculty to reflect self-critically upon the shape of the curriculum and its relationship to "outcomes," what students should know to live useful and meaningful lives in the twenty-first century. The *Plan* encourages the organic development of the academic enterprise around "desire lines" representing key institutional themes and keen faculty and student interest. Building upon a robust tradition of pedagogical creativity and cross-disciplinary endeavors, it encourages innovation and integration, complementarity and coordination.

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<sup>3</sup> "A Report, at the Request of the Conference Committee, from the Ad Hoc Committee on the Principles of the College," September 27, 1971, pp. 2-3.

**Purposeful engagement in the world** is the passionate core of Mary Lyon’s educational vision that has inspired generations of women and continues to inspire us today. We will redouble our efforts to emphasize the links between leadership and the liberal arts, diversity and community, environmental education and stewardship, technological and traditional information tools. We will strengthen connections between the curricular and the cocurricular, academic advising and career counseling, students and alumnae, the campus and the world. We will encourage students to be engaged citizens of our local communities and the larger world and propel them to “make a difference.”

**Diverse community** is the touchstone of Mount Holyoke’s identity and will continue to be one of its highest aspirations in the twenty-first century. Diversity not only enhances the critical and moral education of Mount Holyoke students, but also represents our collective commitment to social justice, and to thinking deeply about issues of difference, pluralism, and community. We will seek out diversity as we build community. We will encourage students, faculty, and staff to talk about and across racial, ethnic, class, cultural, religious, sexual, and national differences, and we will internationalize the educational experience of all students to prepare them for citizenship and leadership in a complex, interconnected world.

**Residential learning** shapes ineffably the legacy of Mount Holyoke College for generations of students, alumnae, faculty, and staff. While Mount Holyoke’s campus regularly wins accolades as one of the most beautiful in the country, preserving and renewing our historic buildings and landscape will take commitment, vision, and sustained investment. In this *Plan*, we continue our program of campus enhancement, restoration, and renewal, recognizing how deeply a sense of space and place infuses the experience of living, learning, and working at this extraordinary college.

**Women’s education** is the great, unfinished agenda of the twenty-first century. As the world’s longest-standing institution of higher education for women, we will take a leadership role in the worldwide education and advancement of all women. We will continue to admit a high percentage of international students, partner with colleges around the world, and hold international conferences on women’s issues.

This *Plan* is aspirational rather than operational. It emphasizes integration, interdisciplinarity, innovation, and internationalization. It does not pretend to have the particulars worked out for the directions it proposes, nor will we be able to accomplish all that is imagined in just seven years. Rather, it puts forward a vision of what is possible if we have the savvy, will, and consensus to make it so. While the document raises some large questions about the curriculum and the way we organize ourselves that will take time for us to consider thoughtfully, it also suggests pragmatic actions we can undertake now to move us forward. This draft *Plan* asks a lot from us. The faculty will need to take the lead and grapple constructively and creatively with the challenges outlined in this document. Priorities will need to be continually evaluated, effectiveness regularly assessed, and implementation plans worked out by standing and ad hoc committees and administrative offices within the annual



planning and budgeting processes. Because an institution lives through the intellectual energy and imagination of its constituents, we will encourage the development of creative ideas and proposals to meet the goals of the *Plan*.

Given the state of the economy, we expect we will need to exert considerable control over expense growth in the early years of the *Plan*. But that doesn't mean that we can't move ahead constructively and imaginatively. In many ways, this is a plan to plan rather than a set of ideas for immediate implementation. Moreover, many of the improvements proposed in this *Plan* are not necessarily expensive: indeed, they largely involve focusing and coordinating our efforts. Our goal is to work smarter, to use our resources more wisely and strategically, to garner energy from collaborative efforts, and to seize opportunities to leverage our efforts and impact. Some ideas that will require investment, such as strengthening international outreach or improving the campus and facilities, also have the potential to attract significant external funding, especially in the latter years of the *Plan*, as we move into the next comprehensive campaign.

As we commit ourselves to even higher levels of excellence and relevance, to greater efficiencies and complementarity, to more creative pedagogy and savvy institutional planning and campus stewardship, our collective efforts on behalf of Mount Holyoke College will embody the extraordinary genius of this institution. As Mary Lyon said, "This institution is a great intellectual and moral machine and, if you will jump in, you may ride very fast."<sup>4</sup> This *Plan* is about how we can all jump in.

## I. Focusing on the Academic Program: A Plan to Plan

The quality of the College resides in the interplay among faculty, curriculum, and students. The excellence of that academic core is our deepest value. And, in order to maintain that excellence, we must be *perceived* as excellent as well; we must attend to our visibility and leadership in higher education and to our relevance and attractiveness to prospective students (see Section VII).

In our campus discussions, we found considerable support for the idea of taking the next several years to review the curriculum. Led by the Academic Priorities Committee (APC) and consulting widely with students and alumnae, the faculty would articulate the goals and desired outcomes of a Mount Holyoke education, evaluate whether our current curriculum and degree requirements facilitate those objectives, and determine what adjustments or improvements we should make. This is a plan to plan rather than a set of specific proposals for immediate implementation.

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<sup>4</sup> *The Life of Mary Lyon*, p. 316.

As part of this self-study, we should assess what we do now, research what is happening in the disciplines and at other institutions, and open the conversation to alumnae and others from the world outside the campus. We should evaluate any proposed new programming with an eye to its fit with other institutional strengths, educational objectives, and potential student interest.

### I. A. Reflecting on the Liberal Arts

To stimulate reflection and contextualize our conversations, we propose a series of lectures by provocative thinkers, with follow-up discussions, workshops, seminars, and study groups, on liberal arts education, the changing nature of knowledge, and the issues facing educators today. The Weissman Center for Leadership began one such program in spring 2003 and will continue in 2003–2004, and the APC, working with the dean of faculty, might coordinate others. This venture is an exciting opportunity to raise the level of consciousness of the College community about the contexts and content of knowledge in the new century.

### I. B. Internationalizing the Curriculum

We found very strong support from all constituencies for the idea of making international education a major emphasis of the College (see III. A.). We urge the APC to work closely with the new director of global initiatives to help to achieve these goals. Some of the proposed actions related to this emphasis include the following:

- Encouraging all students to internationalize their educational experiences through study abroad, internships, research, volunteer or paid work, and cyberspace connections;
- Incorporating study away more integrally into the curriculum and developing ways for students to share publicly and with one another their study away experiences;
- Interjecting global perspectives into classes across the curriculum;
- Developing more interdisciplinary, comparative world studies courses;
- Integrating language study with other disciplines; reconsidering offering credit for self-instructional language acquisition; developing alternative pedagogies including intensive language immersion; and establishing a language proficiency expectation in more majors.

### I. C. Evaluating Educational Goals and Curricular Requirements

Requirements should serve students, should open options, and should be used sparingly. Many issues and concerns about the current curricular requirements were raised in the planning discussions, including:

- **Shared Vision of a Mount Holyoke Education** Can we articulate a shared vision of a Mount Holyoke education and specify learning outcomes that we agree are most important? How do we measure those outcomes?

- **Requirements** Reconsider whether distribution requirements should be supplemented or replaced by other ways to measure curricular effectiveness. Consider the role and effectiveness of the language requirement and the multicultural requirement; the possibility of an explicit arts requirement within the humanities distribution; the effectiveness of the science laboratory requirement and possible alternatives to the lecture/lab introductory science format; the role of the physical education requirement, including the granting of credit for varsity and club sports.
- **Skills or Literacies** Concepts such as leadership, ethical judgment, technological literacy, and writing/speaking proficiency are central to the College's mission; we should consider whether/how these topics should be reflected in the academic program and integrated across the curriculum. Should we encourage internships and other practica by offering credit for these experiences?

#### I. D. Encouraging Coordination

As a liberal arts college, we strive to maintain both a strong grounding in the major disciplines and vital interdisciplinary connections. Much has been accomplished under *The Plan for Mount Holyoke 2003* in more coordinated divisional and interdisciplinary planning, particularly in the sciences and the arts. Indeed, in our campus planning discussions, we found each of the divisional discussions a highly productive beginning in identifying issues of concern and opportunities to strengthen educational offerings.

Building upon those discussions, we have developed working papers that might serve as starting points for future discussions (a supplemental document forwarded to the APC; see Appendix G). At a minimum, we suggest that there be one coordinating meeting a semester to discuss scheduling and other practical matters. We believe cooperation will naturally develop and perhaps lessen the administrative burdens of running separate departments. Such groups could also stimulate shared discussion about faculty, staff, and curricular needs.

Our goal is to stimulate coordination that is both purposeful and serendipitous. We want to find ways do our work effectively and promote shared interests. The common ground for that coordination should be permeable and shifting, depending upon faculty interests.

#### I. E. Promoting Academic Adjacencies

We believe the College is developing organically into clusters of emphasis around ideas—academic “desire lines”—representing keen faculty and student interest. We should encourage and facilitate this development. We ask the APC, working closely with the dean of faculty, to explore, wherever possible, more effective clustering, flexibility, and functionality. These clusters should both support the interests and needs of faculty and students and minimize the proliferation of small departments and programs that fragment the curriculum and multiply meetings, paperwork, and numbers of faculty doing administrative work.

This project should proceed in pragmatic and incremental steps. Not everything needs to be reorganized. No single pattern should be imposed. Rather, we should let academic “desire lines” guide us. We envision a mixture of traditional departments and clusters that bring together faculty from smaller units, especially those in newly emerging fields. We have begun to experiment with having single departments or programs administer more than one major or minor. We should encourage clustering compatible interdisciplinary programs to improve administrative and academic support and to capitalize on mutual interests and strengths. Because the intellectual vitality of the faculty is fundamental to the strength of the institution, an important goal in this undertaking should be to find academic structures that facilitate the interests and meet the needs of the talented faculty we want to retain and attract.

An area that seems ripe for rethinking is that of language and area studies broadly defined, and indeed, a group of language faculty recently convened for a January Term retreat. In keeping with this *Plan*’s major emphasis on highlighting and energizing our considerable international resources, we should consider strategies that would underscore the importance of languages and area studies to our curriculum, encourage them to work together, and link them in fruitful ways to international programming across the campus and curriculum. We recommend that the APC broaden its current review of language departments to consider the ways in which the languages and area studies might be better supported, integrated, and organized, and we encourage the language faculty to continue to meet and work together.

At the same time that we are building adjacencies, we also need to trim back low enrollment offerings, eliminate redundancies, and recognize opportunities to increase efficiencies and effectiveness.

## I. F. Supporting the Faculty

The quality and timeliness of what we offer students depends crucially on the intellectual vitality of our faculty. To ensure the academic excellence of the College, we must keep faculty ranks vital, strong, diverse, and renewed. We will maintain our current 10-to-1 student-to-faculty ratio, meaning that in any given semester, we can expect to have about 200 faculty FTEs present and teaching. Over the course of the *Plan*, we hope to have the number of long-term faculty grow modestly by ten to twelve FTEs with a corresponding decline in the number of visitors.<sup>5</sup> We will phase in this expansion if and when budget conditions permit. In addition to new positions, we anticipate a substantial number of retirements over the course of the *Plan* (at present, thirty-two faculty members are sixty or

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<sup>5</sup> In 2003–2004, we will have 175 long-term faculty (tenured, tenure-track, and continuing lecturers), about a fifth (35) of whom can be expected to be on leave each year. Thus, in an average semester, we would have 140 long-term faculty and 60 visiting faculty in the classroom. The balance between long-term and visiting faculty is a delicate one—visiting faculty members bring new ideas and allow the College to respond rapidly to changing student interests and enrollment patterns. Because of the Five Colleges and the rich intellectual life associated with them, we can attract very capable visiting faculty. Nonetheless, our sense is that we currently have too few long-term faculty. In addition to teaching and research, the long-term faculty hire academic staff, run new initiatives, create curricula, manage departments and programs, stay in touch with alumnae, create and tend the academic program, do most of the advising, and, increasingly, help with admission and development.

older and more are in their fifties). We would like to implement a new retirement program that would keep senior faculty connected to the College for a period of time.

In adding faculty, we recommend that the APC and dean encourage departments and programs to attend to important changes in knowledge and in student interests. We should add faculty who can contribute broadly to the curriculum, bridge disciplines, and add to College strengths and emphases. An important concomitant task will be to clarify the search, appointment, support, and evaluation process for appointments that straddle more than one academic unit.

Every position potentially makes an enormous difference to our students, to the curriculum, and to the reputation of the College, and we need to continue to set our sights high and hire and retain excellent and diverse faculty. In the course of *The Plan for Mount Holyoke 2003*, we made significant gains in the competitiveness of faculty compensation, the adequacy of start-up funding, and the support of faculty work. These efforts must continue. Our goals are to have salaries and benefits competitive with peer groups, to strengthen support for teaching, research, and professional and curricular development, and to enhance grants and fellowships, including possible multiyear faculty grants. We also want to strengthen mentoring and orientation programs, pairing junior with senior faculty outside the department, and to reaffirm the importance of innovative teaching, service, and advising as well as research in faculty evaluation. So, too, do we need to continue to take every opportunity to showcase faculty work and to change our culture of understatement. Building on the success of the teaching and research awards, we propose consideration of a merit system.

## I. G. Assessing Effectiveness

An important part of thinking about the future is to assess what we do now. Our recent fifth-year interim report to the New England Association of Schools and Colleges, Inc. documents our progress and receives high praise from the commission for “the clear evidence that the institution has commendably achieved the goals of its Plan 2003” (letter, March 26, 2003). Our next reaccreditation study, in 2007, which will include a review by a body of external examiners, will provide a timely opportunity to do a thorough assessment and review of the goals of *The Plan for Mount Holyoke 2010* midway through its completion (see Appendix F for an Assessment Checklist). We urge that each new initiative started through this planning process build in explicit assessment measures.

This year the Weissman Center is undertaking an internal review (see III. B.), and the Center for Environmental Literacy (CEL) has also engaged in self-assessment and has developed a strategic plan for the future (see III. C.). We would like to see periodic assessment not only of new initiatives, but as a regular, integrated practice throughout the academic program. In addition to periodic external reviews, the yearly annual reports of departments and programs offer occasions for reflection and assessment. Because these reports are confidential, however, opportunities for dialogue across departments and with committees are lost. Building on the energy of the planning process, we suggest that these reports be reconceived so that a section could be shared with the APC and others as part of ongoing academic planning.

Indeed, we propose that the APC systematically ask departments and programs to address particular issues as part of the institutional planning process. For example, they could be asked to identify issues they want to share, to articulate the principles underlying their curricular offerings, or to assess the effectiveness of the departmental curriculum from the perspective of majors and nonmajors.

### I. H. Encouraging New Ideas: The 2010 Innovation Fund

Because many good ideas worthy of development were put forward in planning discussions, we have instituted, even before this *Plan* takes final shape, semiannual rounds of competitions for funding from a new 2010 Innovation Fund, supported, in part, by a planning grant from the Mellon Foundation. The dean of faculty, dean of the College, and APC will invite groups of faculty, staff, and students to apply for seed funding to support retreats, released time, workshops, seminars, or other kinds of working groups. We welcome proposals for ideas that address goals set forward in this *Plan*. We particularly encourage proposals for (1) curricular innovation (such as a multidisciplinary course with a common global theme, a model for language study across the curriculum, a new model for introductory science, a shared social science core course); (2) interdisciplinary initiatives (such as comparative studies; architectural studies; journalism; visual, media, and communication studies; American ethnic studies) and (3) study away initiatives (such as a semester in Washington; a January Term trip in conjunction with a semester on-campus course).

Proposals that prove to be particularly productive and promising could apply for implementation funds. Of course, proposed new programming would need to be evaluated within the context of the total academic program and the needs and funding requirements of existing departments, programs, and initiatives. Implementation plans will require approval by appropriate committees and within the annual planning and budgeting processes. Assessment measures should be an integral part of planning.

## II. Connecting the Curricular and Cocurricular: Education of the Whole Student

Seeing education at Mount Holyoke College as a total, life-transforming experience, we want to maximize the opportunities for learning inside and outside the classroom. Recently the faculty approved a re-centering of the dean of the College position in a way that augments its academic responsibilities and encourages the dean to play a major role in stimulating and overseeing new curricular initiatives as well as encouraging curricular and cocurricular connections.

## II. A. Looking Developmentally at Students' Education

During the planning discussions, many urged attention in both teaching and advising to the developmental stages of our students' educational programs. We ask the dean of the College and the APC to look particularly at these related suggestions:

- **Encourage reflection and interconnection at all stages of an undergraduate education.** For first-year students, we should expand the number of first-year seminars and encourage more interconnected courses, common first-year experiences, and connections to institutional resources such as the Speaking, Arguing, and Writing Program (SAW) and Library, Information, and Technology Services (LITS). We should continue to stress the importance of advising relationships for students in their first two years, and to encourage students, starting in the sophomore year, to reflect on their educational experiences. We propose to make their education more intentional by helping them to set goals as they progress through their four years, perhaps in conjunction with the development of an electronic portfolio, currently being piloted by the Career Development Center (CDC). We should encourage each student to take a culminating capstone course or complete a senior final project, presentation, or performance at the end of her Mount Holyoke career.
- **Revitalize the honor code.** Give renewed attention to the importance of the honor code in both its academic and social dimensions and ensure that it infuses students' consciousness and behavior throughout their four years.
- **Augment educational value of January Term** with better planning, funding, and scheduling of both credit and noncredit educational opportunities. The January Term Subcommittee recommends that J-Term be "something different"—focusing for students on learning in ways that semester courses don't allow and for faculty on materials and methods they don't typically use. Possibilities include experiential courses (language immersion, lab-intensive science courses, community-based learning, an off-site course, a trip abroad); skills courses (leadership, speaking, arguing, writing, computer skills, applied disciplinary projects, self-defense, tax preparation, personal fitness, finance, investing); a senior "passport to reality series"; alumnae-taught workshops, activities, and courses. Make one-credit courses the norm and by early November distribute a detailed, engaging J-Term bulletin.
- **Supplement the liberal arts curriculum with "real world" experiences.** Advisers should prompt students to consider January Term courses, internships, study away experiences, and other such opportunities as they plan their academic programs. We should aim to increase the number of internships and their funding, particularly for international experiences. Partnering with the Alumnae Association, we should build upon our rich alumnae connections in developing internship opportunities.

- **Ensure student access to skill development opportunities.** The faculty should continue to use educational pedagogies that develop leadership and speaking, arguing, and writing skills and encourage students to seek out such curricular opportunities and to use the services of the Weissman Center for Leadership (see III. B.). We should create stronger interaction between departments and CDC counselors and ask all departments, working closely with the Alumnae Association and the CDC, to track the graduate school admission and employment choices of their graduates.

## II. B. Strengthening Academic Advising

We endorse the current practice of having continuing faculty members advise first-year students. The following measures would further improve academic advising:

- Complete the implementation of a new student information system—a valuable advising tool—with interactive Web applications<sup>6</sup>;
- Strengthen orientation and support for faculty advisers and clarify core responsibilities;
- Consider student evaluation of advising;
- Find ways for first-year students to use upper-class academic advisers effectively;
- Give attention to ways to assist students who come to Mount Holyoke with a strong sense of direction as well as those who are uncertain of what they want to study;
- Make available to students timely information about future curricular offerings and faculty sabbatical schedules;
- Strengthen graduate school and preprofessional advising and its connections to advising generally and to the Office of the Dean of the College; draw professional alumnae into an advisory role; assist students in evaluating their goals and objectives for postgraduate education, identifying the most appropriate programs, and preparing for the rigors of admission tests and processes;
- Convene a task force with the Alumnae Association to develop an alumnae mentor program and to explore how students could profit most effectively from the worldwide network of clubs and AlumNet.

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<sup>6</sup> The SIS should be fully implemented by fall 2004. The sequence of “go-live” dates is as follows: admission, summer 2003; registration and student records, spring 2004; student activities and student billing, summer 2004. For further information, see: <http://www.mtholyoke.edu/offices/reg/sisproject/index.shtml>.



## II. C. Educating the Whole Person

Educating the whole student has long been the legacy of Mount Holyoke College. Mary Lyon's own philosophy—strength of mind, body, and spirit—not only shaped the original mission of the institution but also continues to guide us today. By embracing the rich learning opportunities of our diverse residential community, we encourage the personal as well as intellectual growth of our students.

- **Residential Life** Create new residential space that supports more autonomous living, while creating common spaces that enhance the development of a sense of community. Construct a new residence hall and begin to renovate existing halls, giving particular attention to adding greater variety of living arrangements (see IV.).
- **The New Campus Center** Use the newly expanded and renovated Blanchard Campus Center to re-center and revitalize campus life. Create events that bring the campus community together socially and intellectually and attract students from other campuses.
- **Athletics** Recognizing the educational and developmental benefits of competitive sports participation, continue the emphasis of *The Plan for Mount Holyoke 2003* on developing more energized and competitive intercollegiate and club sport athletics programs. Support the goal of the Student Government Association (SGA) to make intramural athletics a more integral part of campus life. Continue to address facilities needs. Encourage greater attendance at sports events.
- **Health and Wellness** Recognizing how important a healthy lifestyle and a positive outlook are to successful academic and cocurricular experiences, encourage students to address the need for balanced lives. Provide access to high quality medical and counseling services and community-based health education.
- **Community Service** Encourage greater interaction, easier access for students, clarification of responsibilities, and energized programming of off-campus experiential learning which currently is split among CDC, Eliot House, and the Community Based Learning (CBL) program (see III. B.).
- **Student Life beyond Mount Holyoke's Gates** Facilitate transportation initiatives that allow Mount Holyoke students to participate easily and practically in the abundant social, cultural, intellectual, and entertainment opportunities in the surrounding communities. Give attention to Five College connections and the development of relationships with Holyoke and Springfield (see V).

## III. Engaging the World: Education for Citizenship

Mount Holyoke's values have remained remarkably consistent since the College's founding. In 1837, Mary Lyon launched a revolution that has yet to run its course. Her insight was that educated women as well as men were necessary for what she called the "great work of renovating a world." There is a palpable idealism in the bones of this institution that has been passed on from generation to generation: a distinctive vision of the transformative power of liberal arts education and the transformative power of women in the world. While many colleges support projects and programs on democracy, leadership, diversity, and community service, few have made these values as integral to their institutional ethos as Mount Holyoke has.

Under *The Plan for Mount Holyoke 2003*, the College committed itself to several initiatives that build on our existing strengths while helping us incorporate new knowledge and innovative pedagogies. The *Plan* renewed the College's commitment to academic excellence, curricular innovation, and the transforming power of women's leadership around the globe. It launched new signature programs and initiatives, including the Weissman Center for Leadership and the Center for Environmental Literacy, and dedicated the College to strengthening our long-standing legacy as a diverse and international community in which the liberal arts are powerfully linked to purposeful engagement in the world.

The following four emphases—(1) diverse community and global citizenship, (2) leadership and the liberal arts, (3) environmental education and stewardship, and (4) technological savvy and integrated services—have emerged as important foci of the College. They overlap, encompassing all sectors of the academic program, and potentially enrich one another, a convergence we should encourage.

### III. A. Diverse Community and Global Citizenship

Mount Holyoke College has a strong tradition of diversity within the College community as well as a long-standing commitment to international understanding and engagement. These commitments inform both the way we operate as a community—how we treat each other, build shared understandings, and imagine our work for the future—and how Mount Holyoke reaches beyond the gates, from local community outreach programs to a renewed commitment to women's education around the globe.

We seek to connect citizenship with leadership, to build community through engagement with difference, and to examine critically how our local context and relationships at Mount Holyoke intersect with wider national and global relationships. Our students live together in an intimate residential community more diverse than any most of them have ever lived in before. Drawing from the domestic and international diversity of our community to enrich the academic program, our residential

culture, and community life, we hope to deepen our shared commitment to mutual understanding and social justice here and abroad.

### **III. A. 1. Diverse Community**

As we think about globalization, we should also consider the internationalization of American experience—past, present, and future—and the worlds within our national borders and local communities. “We need to engage global concerns from the vantage of ourselves and learn to live a world in common. To do so, we need to understand more deeply and richly who we are, in all our multiple dimensions.”<sup>7</sup> In valuing diverse community we recognize that difference and community are inextricably linked: we are different and we are the same. Our students need to learn that getting to know others who are different—by virtue of race, ethnicity, class, culture, religion, gender, accessibility, sexual orientation, age, national identity, and other characteristics—is a valuable path to wisdom and self-understanding.

To build on our legacy as a diverse and inclusive environment, we will continue to address issues that may hinder the full participation of all members of the Mount Holyoke community in College life.

Our goals are:

- To implement (where appropriate) the recommendations of the Mellon-funded study, “Creating a Climate of Achievement for All Students,” to support opportunities for faculty to discuss pedagogical strategies for working with diverse learners, and to facilitate conversation across difference, continuing and expanding the Intergroup Dialogue Project;
- To advance economic diversity by maintaining our commitment to substantial financial aid for domestic and international students;
- To promote religious and cultural pluralism by supporting the vibrant religious and spiritual life of the campus community, active clubs and cultural groups, and campus-wide programming that increases awareness and respect for difference and celebrates our diverse community;
- To promote accessibility by continuing to improve our buildings and grounds (a full ADA audit of our campus will be complete in the academic year 2002–2003) and including disability as a salient part of an inclusive and diverse community;
- Across all these dimensions, continue efforts toward an even more diverse student body, staff, and faculty.

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<sup>7</sup> Edgar F. Beckham, “Diversity at the Crossroads: Mapping Our Work in the Years Ahead.” Presented October 27, 2002 at AAC&U’s “Diversity and Learning: Education for a World Lived in Common” conference.

### **III. A. 2. Global Citizenship**

Building on our ongoing commitment to diversity at the local level, we will enhance our connection to issues of diversity in a global context. The College has a rich array of programs with an international dimension, the highest percentage of international students of any major liberal arts college in the United States, and a long history of international connections and engagement. This important strength has not been highlighted, coordinated, or developed sufficiently. Since being identified as a priority in *The Plan for Mount Holyoke 2003*, “internationalization” has been an area of continuing dialogue and planning with two follow-up committees: the Task Force on International Initiatives and the Faculty Internationalization Seminar. Building on this work, we seek to make Mount Holyoke a distinctively international college.

A first step toward focusing and enhancing our international efforts was taken in 2002, when we initiated a search for a faculty director of global initiatives. The director and an advisory committee, the International Board, will be charged with coordination and oversight of international programming and new initiatives.

- In conjunction with the APC, the director and board should explore ways to “internationalize” the formal academic program while also supporting student efforts to internationalize their educational experiences through study abroad, internships, research, volunteer or paid work, and cyberspace (see I. B.). More concretely, they should work to integrate study away into the academic curriculum more effectively, to experiment with alternative models, to develop new exchange agreements with foreign universities, to use our extensive alumnae base and faculty connections to help build more international internships and connections for our students, and to encourage community-based learning initiatives that link the local and the global. A major challenge in realizing these objectives is finding ways to make study abroad affordable for students and for the College. We must be entrepreneurial, strategic, and savvy in garnering and maximizing resources.
- Working with others, the director and board should work to recruit new international students and overseas American students even more effectively than we do now, explore ways to integrate the contributions and perspectives of international students more productively and seamlessly into the curriculum, and provide better support for international student groups on campus. A persistent challenge in this endeavor is the high financial aid needs of our international student population as a whole.
- With the dean of faculty, the director and board should develop relationships with institutions abroad that include two-way faculty and staff exchanges and international research opportunities for students, not only in countries where the College has strong historical connections but in other less-familiar sites as well. So, too, might they establish a “distant experts program” whereby a network of faculty at both national and international institutions could be available to our students through Internet connections.

As a second step in connecting global and local citizenship, we propose seeking faculty support and external funding for a Global Studies Institute to coordinate and energize the campus's international offices and functions and to showcase Mount Holyoke's commitment to global awareness and diverse community. Ideally it would eventually be housed in Porter Hall and work closely with the Weissman Center. The institute would borrow some features from research institutes at Ivy League institutions with specialized programming, including faculty fellowships and student scholarships for selected research and pedagogical projects. The institute could also, working with others, organize and coordinate major conferences and colloquia. It might have some "institute" appointments for visiting faculty, postdocs, students, and foreign fellows. Mount Holyoke faculty would probably retain their departmental home while being affiliated with the institute. We can imagine many ways in which such a Global Studies Institute could become a vital part of campus life: as a locus for international programming and resources as well as a stimulus (working in conjunction with CBL [see III. B.] and other programs) for outreach to local communities, concerns, and issues.

### III. B. Leadership and the Liberal Arts

At Mount Holyoke, leadership and the liberal arts are integrally interlinked. An education firmly grounded in the liberal arts helps to develop rhetorical, critical, and analytical skills; respect for difference, ambiguity, and complexity; and the reflective and ethical habits of mind that are essential to effective leadership. Students' idealism and the intellectual rigor that inform the life of the campus support a vibrant climate for developing leadership. In our conversations about curricular reform in the next few years, we encourage departments and programs to address and enhance leadership development opportunities.

A very successful initiative now four years old, the Weissman Center for Leadership seeks to make connections between ideas developed in the liberal arts curriculum and purposeful engagement in the world. To make clear that the center promotes a different kind of leadership, we recommend that the center's full name be expanded to "The Weissman Center for Leadership *and the Liberal Arts*." This title will clearly distinguish it from narrower conceptions of leadership, build on our traditional strengths, and enable us to showcase the connections between academic excellence and purposeful engagement that are at the heart of the College's and the center's work.

The Weissman Center's internal review has identified the following major "desire lines" for the consolidation and expansion of its programs:

- ***Coordinated Public Programs and Classes*** Maintain and build the strong track record of the center in vitalizing campus discourse by serving as a locus for coordinated, interdisciplinary, theme-focused lecture series, classroom links, and related programming and events. Contribute to the self-study of the curriculum by sponsoring occasional symposia on the future of higher education in the liberal arts (see I. A.).

- **Faculty and Curricular Development** Identify faculty desires for curricular and pedagogical development by sponsoring faculty seminars (such as those held on faculty writing, architecture and public space, and visual studies). Offer again the highly successful faculty seminar for recently hired tenure-track faculty.
- **Speaking, Arguing, and Writing Program** Further develop the student peer-mentoring program and strengthen faculty relations with SAW. Continue to find creative ways (such as faculty seminars and workshops) to keep the faculty thinking about speaking, writing, and argument and how to teach them effectively.
- **Community-Based Learning (CBL), Case Method, and Other Pedagogical Programs** Consider linking CBL to the proposed Global Studies Institute (see III. A. 2). Develop international, January Term, and summer CBL courses or extensions of courses. Build ongoing partnerships with community-based and service organizations and reopen discussions about sharing resources and outreach programs with the Community Service Program (see III. C.). Building upon the successful case study methods across the curriculum project, develop pedagogies that make “real world” links to classroom instruction.
- **Student Leadership and Skills Development** Continue successful experiments with January Term leadership and skills courses. Sustain support for the debate team and debate programs that connect our students with local schools and communities. Continue annually a “Women and Public Life” weekend that connects students with highly successful women in an informal gathering. Sponsor a forum on women in business that will bring together students and alumnae business leaders. Support the Office of Student Programs in creating a more articulated set of opportunities to learn the practical skills of leadership development. Consider a leader-in-residence program, drawing especially from our alumnae.
- **Student Engagement in Planning** Work with the center’s Student Advisory Board to encourage more student engagement with public events and programs and more student-initiated public events linked to the theme of the semester. Initiate a competitive and collaborative fund for student initiatives that exemplify the goals of the center.
- **Girls’ and Women’s Leadership Outreach Programs** Building on the successful Take the Lead leadership program for high school girls who want to make a difference in the world, explore the development of an affiliated summer leadership institute for adults, particularly alumnae.
- **Global and Local Contexts** Feature programming that highlights both local and global contexts of learning and engagement, and work with the new director of global initiatives to help incubate the development of a Global Studies Institute to complement and coordinate international programming on campus (see I. B.). Consider developing a biennial international gathering (based on the Pontigny model) to bring scholars, artists, and activists to campus for seminars, public events, and interactions with students and faculty. Tie this event to existing and

emerging curricular programs that foster public intellectual engagement in the world. Work in conjunction with interested faculty and the Five College Women's Studies Research Center to highlight women's issues and women's leadership and emphasize the College's role as a leader in the worldwide education of women.

### III. C. Environmental Education and Stewardship

*The Plan for Mount Holyoke 2003* proposed that the College should become “the center of excellence for environmental education and literacy in the Pioneer Valley.” We believe that with the considerable progress we have made in developing not only environmental literacy but also sustainable campus practices, we can, during the period of this *Plan*, accelerate our progress toward the systematic practice of environmental stewardship, providing an excellent example of synergy between curricular and administrative efforts and a clear focus on cost-effective applications of environmentally responsible principles.

#### **III. C. 1. The Center for Environmental Literacy**

The Center for Environmental Literacy (CEL) was established to integrate environmental literacy across the curriculum and to develop the intellectual and physical infrastructure for the campus to function as an effective laboratory for landscape ecology. In their recent strategic plan for the CEL, the director and advisory board proposed that the CEL's core mission should be environmental education and curriculum development and support for academic departments, programs, and students. Its goals are as follows:

- Develop a broader and richer set of curricular materials and opportunities using the ecological assets of our campus and the surrounding region for a range of disciplines across the College. Partner with departments and programs across the disciplines in specific curricular initiatives involving the campus landscape and surrounding region. For instance, the CEL has already embarked on an effort to develop our campus as a natural laboratory for the study of landscape ecology. A related project, under development, is a GIS (Geographical Information Systems) map charting the historical layers of campus planning and landscape design. Yet another is a biodiversity inventory of the campus and surrounding community.
- Develop an inventory of student-centered, place-based environmental research and internship opportunities that encourages students to work on local and global environmental issues in independent study, thesis projects, and summer research.
- Develop cocurricular programs that provide students with an introduction to principles of environmental sustainability and hold great potential for developing an informed and motivated environmental citizenry.
- Continue to work in a productive and synergistic way with the Weissman Center and with international initiatives to offer public programming and classroom links that highlight and explore

important policy issues regarding local and global environmental matters. Incubate and support new ideas to extend environmental education and consciousness across the disciplines and into the education of every student.

### **III. C. 2. Stewardship of the Campus**

The CEL has worked in an advisory and complementary way with the College's administrative departments and has been an important catalyst in raising awareness about opportunities for improved environmental stewardship. This role will continue. As we embark on the development of an Environmental Management System, which will provide more structure, clearer priority setting, and systematic evaluation of our environmental stewardship, oversight responsibilities for campus stewardship will reside in the Financial and Administrative Services Division.

While much good work has begun in stewarding the campus resources, there is more to do. In 2000, the College became a signatory to the Talloires Declaration, which identifies broad goals for environmental stewardship. Our primary goal—to move toward sustainability through responsible stewardship of the land—is being met through the practice of “green” building design and construction; promoting energy conservation; practicing environmentally sensitive grounds standards; managing hazardous materials use and disposition effectively; continuing and expanding recycling efforts; seeking opportunities to extend conservation efforts to new areas; and incorporating environmental stewardship and sustainable practices into the fabric of all campus planning and operations.

Environmental stewardship initiatives that will be undertaken during the next decade include:

- Exploring ways to become more self-sufficient in energy production through cogeneration;
- Strengthening our stewardship of Stony Brook and the lakes by improving water quality, correcting water runoff problems, improving access for teaching and recreation, and reducing invasive plant species;
- Opening up key vistas and providing access to ecologically sensitive areas in ways that avoid damaging habitats.

Environmental stewardship is an integral part of campus master planning, discussed in IV. below.

### **III. D. Technological Savvy and Integrated Services**

In *The Plan for Mount Holyoke 2003*, we highlighted information technology as a powerful educational tool and transformative force in the modern world. Its importance has only grown since that time. In order to function as effective global citizens, our graduates will be required to move, think, and act in a world that requires facility with both technological and traditional information tools.



### **III. D. 1. Technology across the Curriculum**

We are committed to developing in all students a high degree of technological savvy. We will infuse technology across the curriculum and integrate technology into the everyday lives of students. In classes ranging from French to biology, and engineering to international relations, students will get hands-on exposure to technological tools.

We will:

- Provide ongoing opportunities for students to learn about, explore, and develop expandable technology skills.
- Pilot, starting in 2003–2004, a Technology Mentor program modeled on the Speaking and Writing mentorship program.
- Encourage faculty to infuse information literacy across the curriculum and provide appropriate support for faculty research and course development.
- Recognize that introducing technology into courses is a form of professional activity and that digital media have created new opportunities for scholarship and research.

### **III. D. 2. Strengthening Library, Information, and Technology Services**

Mount Holyoke, as a recognized national leader in integrating library and information technology services, offers unique advantages in technology-infused pedagogy and services. The extent to which these services are incorporated by faculty and staff is the core measure of our success. We also have flexibility that larger institutions cannot enjoy. We will use this nimbleness to our advantage and challenge ourselves to provide the finest technological, user-centered, integrated information and research environment to be found among peer colleges.

Library, Information, and Technology Services (LITS), like other “centers” on campus, should serve as a nexus for the delivery of service and support, but the real strength of this investment lies outside of LITS and within the academic and administrative departments on campus. LITS will help harness and funnel this strength into rich, sustainable learning environments and administrative systems.

We endorse the recommendations of the Technology Task Force, which in September 2000 examined how higher education is changing as a result of technology. Our specific goals are:

- **Collections** With the significant changes in publishing, digital content, and scholarly communications, reevaluate collection strategies. Integrate print, multimedia, digital, and image collections as full participants in the College’s information environment. Balance traditional on-the-shelf local collections with a digital format, off-campus, or on-demand arrangement. Use the shared collections of the Five Colleges to leverage our research resources.

- **Facilities** Attend to computer labs and add wireless zones, especially in residence halls. Undertake a comprehensive study to examine current space and look to reconfigure spaces to support the shifting patterns in learner behavior, including more collaborative work, teaching, and study space. Create space that supports flexibility and a variety of activities and research needs. Minimize spatial obstacles to using the multitude of services in the LITS organization. Design facilities to serve as a central place for research and academic support beyond the classroom.
- **Web and Infrastructure** Given the growing importance of the Web as a communication, marketing, and publishing tool, strengthen the College's Web presence and move to a broad-based system to support administrative, research, and courseware efforts. Place a high priority on infrastructure planning and replacement. Expand the network in a timely fashion, including appropriate use of wireless technology.
- **Services and Staff** Examine existing services with discrimination in light of physical and virtual resources. Create a virtual presence that is as inviting and conducive to learning as the physical environment. Provide appropriate ongoing development and support of LITS staff.
- **Administrative Support** Work expeditiously to install the new student information system and to develop capacity for student portfolios, online advising, course management, and evaluation. Pursue ongoing improvements and upgrades in administrative support systems. Critically evaluate the "best of breed strategy" for Mount Holyoke systems.
- **Collaboration** Continue to collaborate with the Five Colleges and other regional and national organizations to increase buying power, share common resources, and learn from each other's work. Strengthen connections with other areas on campus such as SAW and the Weissman Center. Use technology to expand learning experiences from the local to the global.
- **Attend to Emerging Issues**, such as:
  - Intellectual property rights in the context of the explosion of digital information, the ease of Web publishing, and the proliferation of course modules and electronic discussions
  - Modes of scholarly communications and the changing role of traditional refereed journal publishing
  - Digital preservation, archiving, and digital library development
  - Metadata standards for ongoing interoperability, security, and accessibility across systems and information formats
  - Internet II as a force for collaboration among institutions

## IV. Renewing the Campus: Uncommon Common Ground

Virginia Woolf famously argued that, for their intellect and creative talents to flourish, women needed rooms of their own. A century earlier, Mary Lyon set out to provide young women of rural New England with a place of their own, a school whose “stone and brick and mortar speak a language which vibrates through my very soul.”<sup>8</sup> More than at many colleges, a sense of place is central to Mount Holyoke’s identity and to its students’ and alumnae’s enduring feelings of attachment; indeed, a place gave the College its name.

Since the adoption of *The Plan for Mount Holyoke 2003* in 1997, the College has embarked on one of the most ambitious building and renovation programs in its history. (See Appendix A for a description of projects.) Our aim has been to modernize outdated facilities; to provide new and improved classroom, laboratory, performance, exhibition, and gathering spaces; and to unify some of the disparate elements of the campus, focusing first on our academic buildings.

Three guiding principles govern our construction and renovation plan. First, we will continue to work closely with the Board of Trustees in shaping the programmatic and financial planning for our facilities needs. We will continue to rely on the Board for support, expertise, and approval of plans going forward. Second, we will promote adjacencies among academic departments and programs that reflect the rich interdisciplinarity of the twenty-first-century liberal arts curriculum. Third, we will work to create a more energized and visible sense of community, providing more interior and exterior gathering places and opening once dark and enclosed spaces to the surrounding landscape, to bring more light, transparency, and vitality to the campus and its buildings in all seasons.

### IV. A. Proposed Building and Renovation Projects

Our ability to continue to implement needs and goals identified through campus and facilities master planning is, of course, dependent upon available funding. Some improvements can be handled through operating reserves developed as part of the annual operating budgets, but larger projects require either bond funding or capital gifts.

#### **IV. A. 1. Classrooms and Deferred Maintenance and Modernization**

Each year through the capital budget process we will continue the program we began several years ago of systematically upgrading and renovating classrooms. And we will address the most critical of our deferred maintenance and modernization needs, including cosmetic improvements in the residence halls, using the database that was developed initially during the facilities audit done in February of 2001 and is regularly updated.

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<sup>8</sup> Mary Lyon, letter to Zilpah Grant, October 9, 1836.

#### ***IV. A. 2. Student Residential Housing***

Highest on our priority list for the period through 2010 is to begin systematically addressing student residential housing needs. Of the eleven buildings on campus with maintenance or modernization needs of \$1.5 million or more, nine are residence halls. In order to address this significant backlog we propose, as a first priority, construction of a new residence hall to offer more housing options for students, to provide the swing space necessary to permit renovation of existing residence halls, and to permit Porter Hall to become a wholly academic building. The new residence hall will offer a variety of housing options, including suites or apartments for upper-class students, and will be open to all classes. A possible location is the corner of College and Morgan Streets, set back from College Street in line with, and in a style compatible with, the neighboring buildings on the south end of campus.

Once a new residence hall is in place, we will begin renovations of our existing residence halls as resources permit. We need to renovate and modernize our residence halls, broadening the range of housing options, replacing very old mechanical systems, and adding environmentally sound air-conditioning, which will have the added benefit of providing more options for revenue-producing summer activities on campus. Building on the successes of Prospect, Wilder, and Blanchard, we will continue to expand the variety of the dining program, extend its hours of service, and enhance its social opportunities.

Undertaking this project will require sufficient budget solvency to permit the taking on of new tax-exempt borrowing. While, if necessary, we can continue to nurse along our residence halls with piecemeal attention, the need for major work is real and pressing and cannot be deferred indefinitely. We must restore and maintain these important physical assets, and we must also attend to our competitive position with other colleges and universities, many of whom offer much greater variety of student housing arrangements and amenities.

Our tentative timetable is as follows:

- FY2004: Work on planning for the residence hall modernization program and conceptual planning for the new residence hall.
- FY2005 and 2006: Hire architect and begin design and construction process.
- FY2007: Seek tax-exempt bond funding and complete construction process.
- FY2008: Start taking existing residence halls off-line to do major renovations as resources permit, beginning with Porter Hall.

### ***IV. A. 3. Academic Facilities Needs***

While the main focus of this period will be student residential housing, we do have academic space needs. Major projects such as expanded space for dance and theatre arts and renovations of Clapp and Reese must await consideration as possible projects in the next comprehensive fundraising campaign (see Appendix B). In the shorter term, we would like to enhance connections among the faculty by moving all faculty offices onto the main campus, which will mean relocating the sociologists and anthropologists from Merrill House. An analysis by the Campus Space Committee concluded that the College needs 15–20 additional offices in order to realize this goal and to relieve the overcrowding in the Ciruti Center. Our preferred solution is to convert Porter Hall entirely into academic space to support these needs once the new residence hall is completed.

The Weissman Center is appropriately located at the heart of the campus in Porter Hall. It is a hub of interdisciplinary discourse, bringing campus and external constituents in conversation. We can imagine the Center for Environmental Literacy and the newly proposed Global Studies Institute, plus perhaps a common space for interdisciplinary programs, functioning very effectively in Porter as well, encouraging further dialogue and cross-fertilization. The remainder of the building would provide additional faculty office space. Once additional office space becomes available in Porter, Ciruti should be reconfigured to provide adequate room for the functions that remain in that building.

A frequent refrain in our planning discussions was the faculty's concern that they have too few opportunities and venues for informal meetings, conversations, meals, and chance encounters. Several possible solutions were proposed, including creating a faculty lounge or informal meeting spaces in Ciruti, Porter, Shattuck, and Blanchard. The recently opened café in Williston Library has become a popular gathering place and the reopening of Blanchard in the fall of 2003 will provide additional opportunities for faculty, as well as student, interaction. We recommend further study of these options and experimentation with more regular informal social gatherings for the faculty.

### ***IV. A. 4. LITS Improvements***

LITS plays an integral role in the support of the academic mission as well as in the administrative functions of the College. As new service and support models evolve, we need to rethink the use of the space that houses these services. We must redesign the space to reflect the changing nature of information access and the human and technological systems that support that access. There is a pressing need for collaborative work spaces, expanded labs, and more intuitively understandable service points for users. This work will begin in summer of 2003 and be completed as resources permit.

The campus computing infrastructure has expanded dramatically in the last 15 years, with fiber-optic cable to and within all academic, administrative, and residential buildings. The explosive demand for increased Internet capacity (bandwidth) and the cost of providing it are enormous challenges. The most promising solution is the recent decision of the Five Colleges to support the development of fiber-optic infrastructure linking the campuses, a project to be approved in 2003 and scheduled for completion in 2005.

## IV. B. Campus Landscapes and Common Grounds

As with our facilities planning, related guiding principles inform our efforts to restore and enhance the campus landscape. First, we seek to use landscape in a more deliberate fashion to enhance the vibrancy of the campus. Second, we seek to integrate the campus into the educational mission of the College by increasing the opportunities for students and faculty to use the campus and the surrounding environs as a living laboratory. Finally, we commit ourselves to sound environmental stewardship, by adopting sustainable land use policies and protecting the diverse habitats on our 800-acre campus (see III. C.).

In 1999, the College commissioned the Parsons Consulting Group to do a preliminary study of the strategic master planning issues and options facing the campus in the coming decades. Parsons identified a series of concerns and opportunities, many of which continue to guide our landscape master planning efforts as we develop *The Plan for Mount Holyoke 2010*.<sup>9</sup>

In 2000, the College named a Campus Master Planning Committee and commissioned Carol R. Johnson Associates to prepare a landscape master planning study. Out of this study, the College developed the following goals in its landscape planning and stewardship:

- Strengthen the vitality of the campus by providing outdoor gathering spaces for informal and programmed activities, including outdoor dining options adjoining Blanchard and Lower Lake, and more creative uses of the campus for winter recreation, including skating and cross-country skiing.
- Provide a clearer and more welcoming entry into and circulation through the campus by redirecting gateways and roads, enhancing pedestrian convenience and safety, and relocating most parking to the campus periphery.
- Identify and support opportunities to use the campus, a designated botanic garden, as a living laboratory for landscape ecology and sustainable development. Encourage faculty and students, in cooperation with the CEL, to develop curricular and research projects in conjunction with our landscape master-planning efforts (see III. C.).

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<sup>9</sup> First, Parsons noted what surveys of prospective students and other observers had already suggested: Despite the College's lovely natural setting and graceful old buildings, the campus often seemed dark, isolated, lonely—the landscape did little to promote social congregation and exchange. Parsons's diagnosis was, in essence, that the College had lost some of the vibrancy and openness it once clearly demonstrated. He urged a renewed commitment to historically conscious landscape planning that would revitalize and reconnect the now disparate sectors of the campus. As long ago as 1928, Ralph Adams Cram and Arthur Shurtleff recommended creating better-defined and more usable courtyards among buildings, removing decrepit trees and restoring the overgrown brook shore and lakesides, and keeping vehicles out of central campus. Though the Depression prevented implementation of most of the Cram-Shurtleff plan, these improvements, now as then, promise to make the campus at once more harmonious and more vitally functional.

- Preserve and enhance our natural and built campus resources by restoring and protecting sensitive ecological areas; inventorying campus species and habitats while removing invasive plants; and incorporating sustainable design principles into campus maintenance practices and all future construction and renovation projects.
- Make visitors feel welcome by completing a way-finding system, including maps, signage for public places, a self-guided tour, and kiosks. Redo building signage according to a new standard to make it visible. Improve Five College bus sites.

We envision a series of related landscape improvements that will be developed as resources permit over the next several years. Many of these could be gift opportunities funded before, during, or after the next comprehensive campaign. A list of these projects is included in Appendix B.

#### ***IV. C. Longer Term Vision***

Our vision for continuing improvements of campus facilities extends well beyond the time frame of 2010 (see Appendix B for proposed construction projects that are likely priorities for the longer term and candidates for consideration in a facilities portion of a new comprehensive campaign). Of course, with significant gift funding, any of these projects could be moved forward in time. We anticipate beginning the quiet phase of the next campaign in 2007.

## V. Linking to Communities beyond the Gate: Connections and Opportunities

Recognizing that we are an integral part of South Hadley, the Five Colleges, the region, and the larger world, vitalize connections to resources and communities beyond the campus.

### **V. A. Strengthening Five Colleges, Inc.**

A tremendous asset is our 30-plus-year association in Five Colleges, Inc. It is the single most important way that we overcome the limitations of our small size and location. It enriches the intellectual life of faculty and students alike. The consortium enables many layers of cooperation and connection in the academic and administrative realms. Under *The Plan for Mount Holyoke 2003*, we made significant progress in helping to develop new cooperative academic programs such as the Crossroads in the Study of the Americas and the Asian/Pacific/American Studies Certificate. The Five Colleges came together to develop the first shared library storage facility in higher education. Other notable consortial efforts include emphasis on cooperative technology development and our new five-year dual-degree programs, a joint initiative of Mount Holyoke College and the University of Massachusetts.

While these are steps in the right direction, we need to aspire higher in realizing the potential of Mount Holyoke's membership in the consortium. Special emphases of this planning period will include the following:

- **Curriculum and Faculty** Work with the other institutions to coordinate, where possible, curricular initiatives, course offerings (such as heavily sequenced courses in the sciences, arts, and languages), and faculty replacement. With the help of the Mellon-funded bridge-to-retirement grant, encourage long-range cooperative planning, hiring, and coordination among faculty and departments across the Five Colleges. Building on the pilot programs recently started, i.e., our five-year dual degrees in engineering and public health, maximize the educational advantages of combined resources not available at any single institution. Support interdisciplinary efforts such as the Crossroads in the Study of the Americas, the Asian/Pacific/American Studies Certificate, architectural studies, ethnomusicology and world music, film studies, and the Center for the Study of World Languages. Consider introducing Five College majors and work to ease difficulties (notably, scheduling and registration) that inhibit student cross-registration.
- **Cocurriculum** Make Five Colleges work better for our students by using the consortium to foster a sense of a larger student community in the valley. Work to make Mount Holyoke a desirable destination for Five College students.
- **Technology** Build technological links such as the interactive classroom and fiber-optic connectivity that, combined with geographical proximity, make the Five Colleges such an enriched educational environment.
- **Transportation** Give renewed attention to PVRTA services, assuring that Mount Holyoke is not disadvantaged. Consider supplemental connectors to the other colleges. Promote development of the bike path between South Hadley and Amherst. For the longer term, explore more radical solutions such as a new bridge or car ferry.

## V. B. Strengthening Ties to the Local Community

- Explore ways to bring more faculty and staff to South Hadley, including continuing attention to the mortgage program and the availability of housing, land, and high-quality childcare.
- Together with community and school leaders, explore how the College and the town can work together for their mutual benefit. Consider the establishment of a Community Partnership Committee to develop appropriate strategies and build upon the many efforts to build town and regional partnerships, including meeting regularly with civic, business, and school leaders; continuing many long-standing programs, opportunities, and activities the College offers to the community; and developing new opportunities such as administrative fellowships for students to work in local governmental offices.



- Build upon the many services and learning opportunities within local communities, including the CBL, the Community Service Volunteer Program, the Annual Day of Giving, and Second\*Saturday. Work with the town and The Orchards Golf Club to plan for the 2004 U.S. Women's Open, a golf tournament that will bring national attention and thousands of visitors to South Hadley.

### V. C. Strengthening Ties to Alumnae, Parents, and Friends

Alumnae are, quite literally, the embodiment of a Mount Holyoke education and play a critical role in the life and support of the College. An important goal of this *Plan* is to engage alumnae ever more fully in the life and work of Mount Holyoke and to maximize the opportunities for alumnae and the Alumnae Association to partner with faculty, staff, and students in enriching the educational experience and connecting the College to the world. Working with the Alumnae Association under a new joint agreement to form the highest and best partnership in support of the College, we will strive toward the following goals:

- Create opportunities for alumnae to connect to the academic and cocurricular programs of the College and to interact with students and faculty in substantial ways, including serving as mentors and career advisers to students and participating in programming of January Term, the Weissman Center for Leadership, the Center for Environmental Literacy, the Mount Holyoke College Art Museum, and other appropriate venues.
- Encourage the Alumnae Association to maintain and improve the alumnae class and club affiliations, which help to connect our more than 30,000 alumnae around the world. Continue to invite faculty and others from the campus to speak at local and regional club functions.
- Work with the appropriate volunteer leaders to assist in bringing the best and brightest students to Mount Holyoke.
- Communicate campus activities through the Web site and welcome alumnae to the campus.
- Continue to cultivate and motivate alumnae to support the financial goals of the College, including the Alumnae Annual Fund and the continued need for capital giving after the current campaign.
- Work on creative ways to show the College's appreciation for the important work of alumnae as a volunteer force for admissions, career development, and fundraising and other activities. Showcase the achievement of outstanding alumnae more prominently.
- In light of the emphasis on a world vision, take advantage of the global connections many alumnae can provide.

We will also continue the efforts of recent years to cultivate connections with parents, including regular letters, parents' orientation, the Parents Annual Fund, parent trustees, closer links between alumnae clubs and parents, and between current parents and parents of prospective students. And we will keep friends—neighbors, spouses and friends of alumnae, former staff and faculty—informed and connected to the College.

## VI. Sustaining Strong Resources: A College for the Future

### VI. A. Human Resources

The most critical resource of the College, and its greatest strength, is the people who make up the Mount Holyoke community. Our goal is to make sure all constituencies—students, faculty, staff, alumnae, parents, and friends—are valued and supported, engaged fully in common cause, and committed to the excellence of the College. Support for students and faculty is the very substance of the *Plan* and is infused throughout goals and initiatives proposed in the document. So, too, do we propose that alumnae, parents, and friends be drawn even more integrally into the life and work of the College (see, in particular, V. C.).

The work of staff is fundamental and essential to institutional excellence. In order to be sure that we can attract and retain the best possible staff and that we provide the necessary ongoing support for their efforts, we have identified the following goals:

- Maintain competitive salary and benefit levels not only at the point of hire but also on an ongoing annual basis.
- Make staff training and development a priority, including supporting off-campus programs, conference and workshop attendance, intradepartmental cross-training, and opportunities to work on interdepartmental projects.
- Find more effective ways to identify and use the enormous in-house expertise of staff, including inviting staff to participate in planning processes, asking staff to create and supervise internship opportunities for students in College offices, and inviting staff into classrooms to discuss particular topics or to offer January Term courses.
- Build on projects that integrate academic and administrative goals and priorities such as the administrative internship program and the synergistic environmental education and stewardship of the campus.

- Continue intentional, long-term continuous improvement and positive change. Intensify the staff's creative engagement in addressing and achieving the goals of heightened efficiency and effectiveness, improved systems and processes, and wise use of resources. Continue to improve interdepartmental communication to ensure that key stakeholders are consulted in the early stages of important decisions. Recognize and celebrate staff accomplishments.
- Increase efforts to promote education, awareness, and understanding of diversity including programming, outreach, and a commitment to campus accessibility.
- Build on and create more opportunities to foster community across the campus both through community-wide social occasions and through working together in common cause with faculty and students. Continue to promote successful community-building events such as the *Art@Work* staff art exhibit, community volunteer activities like the Day of Giving, and the publication of the staff newsletter.
- Develop and implement comprehensive new employee orientation programs that will provide an introduction to the College community and to the employee's department and position.
- Continue to refine the tools for and emphasize the importance of effective performance evaluation.
- Engage staff in campus conversations on issues of importance to the College community, using the Staff Council, the Operations/Policy Council, divisional/departmental staff meetings, and other forums.

## VI. B. Financial Resources

*The Plan for Mount Holyoke 2003* included a number of ambitious financial goals focused on returning the College to a strong and sustainable financial position. All of these goals have been met (see Appendix C). However, financial projections indicate that revenue growth is likely to be a challenge in the next two or three years. The current economic and market downturns are exerting downward pressure on all of the College's revenue streams—endowment spending, gifts, and net student charges.

### **VI. B. 1. Assumptions and Projections**

To maintain balanced budgets, we will need again to exert considerable control over expense growth in the early years of the *Plan*. Appendix D contains a set of financial projections and assumptions that illustrate one possible way of achieving the College's financial goals during the next seven years. This projection should not be mistaken for the actual operating budgets, which must be built each year based on the most current actual and projected financial information. As fiscal realities become known, we will reevaluate assumptions and make whatever adjustments are necessary to achieve the overall goal of maintaining financial equilibrium through 2010.

To meet our aspirations, first and foremost, the College needs continued revenue growth sufficient to support moderate expense growth (at the 4–6 percent annual level). To achieve such growth, all revenue streams must continue to improve, with particular emphasis on controlling the discount rate, increasing annual gifts, and expanding the endowment market value through performance and additions to endowment.

### **VI. B. 2. Funding Priorities**

Because of Mount Holyoke's competitive position, it is very important that we stay focused and ensure that our comparatively more limited resources are used in ways that support the most important College priorities. This means that we must regularly rethink how we use resources to ensure that we are making the wisest possible choices. The Faculty Planning and Budget Committee, the Academic Priorities Committee, and the Senior Staff will together ensure that funding priorities are regularly assessed and monitored. As operating revenues increase, they should be applied primarily to the following priorities for additional investment:

- **Maintaining Competitive Salaries and Benefits for Faculty and Staff** This is a particularly important goal for Mount Holyoke, given our need to compete through working more effectively and spending fewer resources. Only excellent faculty and staff can make this happen and we need to recruit and retain the very best.
- **Increasing Moderately the Number of Tenure-Track Positions** During the past few years, the number of tenure-track faculty was reduced slightly in accordance with *The Plan for Mount Holyoke 2003* and the size of the student body increased. Although we have, and will continue to maintain, a 10-to-1 student-to-faculty ratio, the ratio of visiting faculty to continuing faculty has increased uncomfortably. Over the next several years, we need to reverse this trend by authorizing a modest addition in tenure-track positions. This shift comes at little initial cost difference, but represents a considerable additional investment over the years of the tenured faculty member's career. As a result, we will work to integrate these changes with the retirement of senior faculty to buffer the growth in costs as much as possible.
- **Establishing a 2010 Innovation Fund to Seed New Initiatives** This *Plan* identifies a number of important new studies, reviews, and initiatives that will be central to its success. Initially money from grants and discretionary sources will seed these initiatives. In the later years of the *Plan*, we hope to allocate \$500,000 from the operating budget to help support these initiatives.
- **Supporting Capital Expenditures** While our facilities expansions will be more modest than those of many of our peers, our facilities must support our programs and services and be well maintained. Reserves are currently providing \$3.1 million annually for facilities (\$1.9M) and technology equipment (\$1.2M): both need to increase. By 2010, the College should be investing \$7.5 million annually in facilities and computing equipment from operating reserves and debt, with the following components: increase facilities reserves to \$3 million annually, allocate

\$3 million of debt annually to facilities maintenance and modernization, and increase computing equipment reserves to \$1.5 million annually. Additional debt capacity should be reserved to support new facilities and programmatic needs that are necessary but are not attractive giving opportunities.

## VI. C. Philanthropic Resources

The success of the Campaign for Mount Holyoke College has been critical to the success of *The Plan for Mount Holyoke 2003*. We surpassed our \$200-million goal and have set a new goal, \$250 million by December 2003. After this date, even though we will not be in an active campaign until the later years of *The Plan for Mount Holyoke 2010*, we expect the work of those who have made the campaign a success to continue.

### VI. C. 1. Post-Campaign Development Goals

While fundraising in the coming years can be affected by many outside variables including the stock market, the economy, alumnae enchantment with the College, and public relations success stories or problems, our intention is to maintain the new base levels of yearly charitable gift revenue achieved during the campaign.

- **Total Yearly Charitable Giving Goals** \$25–\$30 million per year: cash gift revenues (total dollars given to the College, including planned gifts and pledge payments); \$20–\$30 million: new gifts and pledges.<sup>10</sup>
- **Annual Fund Focus** (in support of the operating budget) The *Plan* calls for increases of 5 percent per year during the post-campaign years, reaching \$10 million per annum by 2010, and to increase participation to more than 50 percent.<sup>11</sup> These ambitious goals will mean taking a new look at how we manage the Annual Fund. The development office is collecting comparative data from Mount Holyoke and 30 other top liberal arts colleges. This benchmarking will help to inform our planning. Important issues to consider going forward will include the marketing of budget-relieving restricted gifts, increased reunion giving, and the best use of volunteers for annual giving.
- **Volunteer Resources** Continue to use the extraordinary volunteer network established for the campaign. Overall responsibility for annual goals and strategies now resides in the Trustee Development Committee of the Board. We will maintain a volunteer leadership group similar to the Campaign Steering Committee and a leadership group for Annual Fund work as we have had with the ADC.

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<sup>10</sup> Prior to 1997, \$20 million was the College's previous record. During the Campaign for Mount Holyoke the College, we have realized cash gift revenues of between \$25 million (2002) and \$43 million (2000).

<sup>11</sup> During the period of the Campaign, the Annual Fund has ranged from \$6.5 million to \$8.4 million.

### **VI. C. 2. Gift Priorities between Campaigns**

A number of initiatives identified in *The Plan for Mount Holyoke 2010* will lend themselves to either endowment or programmatic support, such as: international initiatives, faculty chairs, student scholarships and internships, technology opportunities, and presidential and dean's discretionary funds to seed new projects.

- **Endowment** Unrestricted endowment and endowment gifts for professorships, faculty support, scholarships, and other existing programs will be the focus of staff and volunteer major gift solicitations in the first years of *The Plan for Mount Holyoke 2010*.
- **Programmatic Support** We will continue strategic use of grant opportunities from foundations, corporations, and government agencies to support faculty and institutional initiatives and ongoing teaching and research activities.
- **Annual Giving** Gifts from alumnae, parents, and friends for the yearly operating budget will be even more important to the financial stability of the College than they have been in the past. The Annual Giving program will be reorganized to create opportunity for more growth over the years of the *Plan*.
- **Capital Projects** While endowment will clearly be the priority giving opportunity for the post-campaign years, it is also necessary to have a “menu” of gift opportunities for donors who have an interest in the physical infrastructure of the College. The following are current and future capital projects that could be part of such a fundraising agenda:
  - The *Campus Master Plan* has opportunities for donors to contribute to significant improvements in the College's outdoor spaces. A sample of those areas that lend themselves to naming opportunities: The “green” beside the new Blanchard, a new natural area where Rockefeller Road currently runs toward Skinner Green, a grassy dell for outside performances and activities next to Pratt, and a picnic point on the west shore of Lower Lake (see Appendix B and the Campus Master Plan for other projects).
  - *Scheduled Modernization and Maintenance*  
As the College evaluates modernization of classrooms, residence halls, and academic buildings, there may be opportunities for donors to contribute to projects for which they have a particular affinity.

### **VI. C. 3. The Next Campaign**

Purpose and dollar goals for the next campaign will be determined by the Board of Trustees consistent with the activity of the timetable below. Annual giving, endowment, programmatic support, and capital projects are all likely to be part of the agenda for the next campaign. Some potential capital projects that could be priorities in the next campaign are included in Appendix B.

We will begin the “quiet phase” of a new campaign in July 2007, with the public phase beginning in the fall of 2009. This start date would be less than four years from the end of the current campaign.

We will test the feasibility of this schedule as we go along.

- Finalize Annual Fund plan—fall 2003
- Set purpose goals for post-campaign fundraising priorities—fall 2003
- Recruit “Development Steering Committee”—spring 2004
- Begin pre-campaign planning—fall 2005
- Begin nationwide “rating and screening” program—spring 2006
- Identify and begin cultivation of top potential donors for nucleus fund solicitations—fall 2006 through 2007
- Finish “rating and screening” program—December 2006
- Recommend dollar and purpose goals to Board of Trustees—May 2007
- Begin “quiet phase”—July 2007

## VII. Building Mount Holyoke’s Visibility: An Historic Leader in Women’s Education

### VII. A. Recruitment

Because students are important resources for other students, recruitment and retention of bright, talented, diverse, and engaged students must continue to be high priorities of this *Plan*. The College has made exceptional progress in meeting and exceeding recruitment goals of *The Plan for Mount Holyoke 2003* (see Appendix E). In this period we will:

- Maintain the focus on the traditional 18- to 22-year-old student population enhanced by our Frances Perkins Scholars and other special populations; an applicant pool of 3,000 to 3,300; and an admit rate of 50 percent or less through 2010.

- Increase and highlight the diversity of our student body across multiple dimensions—race, religion, national origin, political perspective, culture, class, sexual orientation, socioeconomic status, age, accessibility. Ideally, 30 to 40 percent of our students will be ALANA students and international students.
- Strengthen our academic profile, including talented scientists, artists, athletes, and legacies.
- Maintain our strong commitment to providing substantial financial aid.

## VII. B. Retention

The average five-year retention rate continues to hover around 80 percent. While this is an accomplishment by national standards, we lag behind some of our Sisters and our coed counterparts. To address this issue, we will undertake a retention study and work with vigor to support and retain our current students through to successful graduation. Throughout this *Plan* are initiatives to develop and promote curricular, cocurricular, and extracurricular programs that connect students to the institution and the wider Mount Holyoke community: their peers, faculty, staff, alumnae, the Five Colleges. We will also strengthen faculty engagement in student life, creating more informal opportunities for faculty-student interaction. And we will heighten our attention to outcomes.

## VII. C. Outcomes

The value of a Mount Holyoke education is reflected in the careers of our graduates. To a greater extent, we will focus on outcomes, providing substantive support and preparation for professional and graduate school and helping students connect successfully to the workplace after graduation. We will vigorously pursue the following strategies:

- Systematically collect, track, and benchmark outcome data for our graduates.
- Use successful alumnae and parents as role models and career mentors for current students; work with alumnae and parents to cultivate substantive internships, here and abroad, and to develop other professional networking opportunities.
- Strengthen advising and preparation for graduate and professional school through the collaborative efforts of the Dean of the College, the faculty, and the Career Development Center.
- In conjunction with the Weissman Center for Leadership and the Alumnae Association, the Career Development Center will design focused, intensive J-Term programs to prepare students for their transition to the world of work.
- Encourage faculty to expand the use of problem-based pedagogies such as case studies and community-based learning, which frame real situations as the context for learning and help students apply course work to life outside the classroom.



- Fully develop the use of an electronic portfolio as a vehicle for students to both organize and reflect upon the totality of the academic and nonacademic aspects of their education. The electronic portfolio helps students to focus on the meaningful connections between these experiences and supports students in planning their life beyond graduation.

## VII. D. Reputation and Visibility

*The Plan for Mount Holyoke 2010* outlines strategies for enhancing the quality of our faculty and students, the rigor and vitality of the curriculum, the distinctiveness of our programs, the beauty of our campus and caliber of our facilities, and the lives of our alumnae. However, Mount Holyoke must not only be excellent, it also must be *perceived* to be excellent. To sustain our important historical role as an institution of national and international significance, we should continue and build upon the College's active and prominent engagement with national and international higher education and public policy issues.

Our reputation is also influenced by the groups with which we are affiliated—distinguished liberal arts colleges, the Seven Sisters, the Five Colleges, our alumnae. We must work to maximize the power of these categories. With them, we will strive to ensure that the values represented by liberal arts and women's educational institutions are voiced not only in academic forums, but also in broader public discourse. We will highlight the inspirational stories of alumnae leaders and seek to engage them in the life and work of the College. We will rededicate the College to a leadership role in advancing the importance of liberal arts education and the unfinished agenda of the twenty-first century, the education of women. We will work to build alliances and partnerships with successful national and international organizations that share Mount Holyoke's mission and values.

## VII. E. Communication Strategies

Initiatives implemented under *The Plan for Mount Holyoke 2003*, such as the Weissman Center for Leadership and its distinctive Speaking, Arguing, and Writing Program, our timely kosher/halal kitchen, our bold stance on the SAT, and our highly successful Take the Lead program, all resulted in national, reputation-defining press coverage and visibility. In order to enhance our reputation further, the College must continue to look for and seize such opportunities.

In addition to looking for new opportunities, we will pursue the following strategies to heighten College visibility and keep constituents informed:

- Continue to implement a comprehensive, integrated communications strategy designed to advance awareness of the excellence of Mount Holyoke College.
- Through the Weissman Center, the Center for Environmental Literacy, and the Global Studies Institute, offer high-visibility programming on compelling global and women's issues. Offerings should include regular sponsorship of programming, such as the Pontigny Symposium scheduled for 2003 and the International Conference for Women's Colleges scheduled for 2004.

- Leverage the work of the Mount Holyoke College Art Museum to gain regional and national visibility.
- Encourage faculty and administrators to participate in national organizations and to host and present at national and international conferences.
- Engage alumnae volunteers in a “communications campaign” to help spread the good word about Mount Holyoke.
- Develop regular feedback mechanisms and a more assertive communications program for parents of prospective and current students.
- Aggressively place op-ed pieces and other reputation-defining stories.
- Maximize the use of the Web in marketing the College and promoting its distinctive strengths.
- Engage members of the Board of Trustees in leveraging their connections to enhance the College's visibility.

## VIII. Assessing Our Progress: Continuous Improvement

This document outlines a program of continuous improvement across all sectors of the College. Some of what is proposed is “a plan to plan” rather than a set of specific proposals for immediate implementation. We list in Appendix F an Assessment Checklist, enumerating some outcomes measures, benchmarks, and timetables to guide assessment of our goals. In 2007 we will prepare an interim assessment report, using this checklist, as part of the decennial reaccreditation review.

# APPENDICES

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## APPENDIX A: FACILITIES PROJECTS UNDERTAKEN DURING THE PLAN FOR MOUNT HOLYOKE 2003

*The Plan for Mount Holyoke 2003* announced our intention to protect the College's important physical assets, improve and modernize our buildings, and redress long-term issues of deferred maintenance and modernization. In the ensuing years, we have done this and much more, building a dynamic new environmentally responsible science complex, enlarging and renewing Pratt Hall and the Art Building, and now renovating and expanding Blanchard Campus Center and the surrounding grounds. To ensure that we steward our built and natural resources well, Mount Holyoke launched a campus master-planning process in 2000. Since then, we have documented the history of the campus's development since its founding in 1837 and commissioned a landscape architect and environmental-planning firm to assist us in developing a long-range plan for the preservation of campus landscapes.

The most significant facilities project undertaken during this time, our new science center, exemplifies the principles guiding our construction and renovation plan: to promote academic adjacencies and synergies and to use space to create a more energized and visible sense of community. At the time we planned the new center, our science faculty were housed in several separate and crowded buildings, conducting their research and teaching in laboratories and classrooms that were isolated from one another and had not been renovated for decades. We needed to upgrade our science facilities, but in a way that encouraged the kind of boundary-crossing work that many of our science faculty do. The resulting \$35-million green science center, anchored by the new Kendade Hall, provides up-to-date teaching and research laboratories, classrooms, and offices for biological sciences, biochemistry, chemistry, physics, and computer science in a complex that is both energy efficient and environmentally friendly.

While the exterior of Kendade Hall echoes the elegant Collegiate Gothic architecture of neighboring Clapp Laboratory and Williston Library, its interior is a modern, soaring space, a four-story atrium filled with natural light. The atrium is abuzz with the conversations of students and faculty and serves as a campus hub for both science and many other academic and social gatherings. Carr Laboratory has been renovated to provide state-of-the-art research and teaching labs for biology, chemistry, and biochemistry, which now share adjacencies that reflect the increasingly permeable boundaries among these disciplines. The building itself has been transformed from an unappealing concrete box to a bright and open modern laboratory, connected by the atrium to Kendade and the rest of the science center, while overlooking, from the eastern aspect, the wonderfully restored 1904 Garden. Shattuck Hall, the final element of the science project, is being converted from a dark, isolated, and underused building to a vital new center for humanities and social science faculty, adjoining

Dwight Hall and the library. By completing the science project, we will have brought new unity and energy to the north end of campus, realizing in part the vision first proposed by the renowned architects Ralph Adams Cram and Arthur Shurtleff in the 1920s.

The other major building projects developed during *The Plan for Mount Holyoke 2003*—the renovations and enlargements of Pratt Hall, the Art Building and the Mount Holyoke College Art Museum, and Blanchard Campus Center—reflect the same priorities: improving our facilities so they are suited to the needs of a technologically savvy modern campus, while encouraging greater integration and coordination of the College’s academic, cultural, and social activities and, in the process, making these facilities more inviting to the community. Pratt Hall was modernized and expanded to accommodate vastly enhanced teaching, performance, and rehearsal spaces for music and other performing arts, while opening the building to incorporate vistas of Lower Lake. The Art Building and the museum were renovated and enlarged to provide better connections among improved studio, classroom, and gallery spaces and to display more of our outstanding collection in bright, elegant settings. Once Blanchard Campus Center is complete, we will have replaced its cavernous, clamorous interior, which too often betrayed its past as a gymnasium, with a lively, flexible, and multifaceted gathering place for the whole campus. The new Blanchard will serve as an anchor for re-centering student activities around Blanchard and Porter Hall, with improved access to Lower Lake and a more visible connection between upper and lower campus, making the residence halls north and east of the lake feel more closely linked to the central campus.

## APPENDIX B: FUTURE FACILITIES PROJECTS

The following projects have been identified as important longer-term facilities needs requiring substantial support from gifts. As a result, these projects will not be undertaken in the foreseeable future unless gift funding becomes available. They will be considered and prioritized as part of the facilities component of the next fundraising campaign.

- *An Arts Row* The newly renovated art and music buildings make strong statements about the importance of the arts in the liberal arts, but we could further enhance their visibility and vitality on campus if we were to move the dance department from its current location in Kendall to a location adjacent to Pratt Hall and Rooke Theatre. This would make the southeast side of campus, along Lower Lake, an “arts row,” linking music, theatre, dance, and art (all proximate, as well, to the newly renovated Blanchard).
- *Clapp Laboratory* Our largest and most imposing academic building has received only piecemeal repairs and improvements since its dedication in 1923. While Clapp is

in need of substantial modernization to support the science departments it houses (biology, earth and environment, and mathematics), we are determined to undertake this renovation in a way that preserves the architectural integrity of this important Arts and Crafts-style building and harmonizes with the rest of the science complex.

- *Reese Psychology and Education Building* In addition to Clapp Laboratory, Reese is the final science facility to remain unrenovated. Although some work has recently been completed in Reese, primarily to provide swing space while Kendade and Carr were renovated, significant maintenance and reconfiguration work remains.
- *Admission Office* Our current admission office, in the Newhall Center adjoining the Village Commons, is sorely inadequate to our needs. While in the long run, the admission office might be more appropriately situated in the heart of the campus, we believe that with renovation, refurbishing, and expansion to include a 50-seat meeting room, the current location can be turned into a welcoming and workable space to host prospective students and their families. Project design is under way. With gift funding, we will begin this renovation and expansion in the near future.
- *Southeast Quadrant of Campus* As part of the landscape design for the Blanchard renovation, we have already removed the obsolete tennis courts that obscured physical and visual access to the lake. When the landscaping work is complete, the area between Ciruti and Pratt and along the west shore of Lower Lake will be invitingly transformed. Future plans for this part of campus include redesigning the road from Ciruti to Park Street to enhance access to Stony Brook along the northern end of Lower Lake Road, between the Ciruti Center and the greenhouse. This will involve removing most of the parking in front of the art museum and greenhouse; adding walkways on both sides of the water; removing invasive species along the banks of the lake and brook; and redesigning the entrance to the art museum. The result will be much improved visibility for several of the most important public facilities on campus—the museum, the greenhouse, and Willits-Hallowell Center—and a better integration of upper and lower campus.
- *Removing Cars from the Central Campus* In gradually reducing vehicular traffic from the campus core, we will reestablish pedestrian priority and enhance the campus's open spaces. This will require improving pedestrian pathways, rerouting roads and vehicular circulation, and significantly increasing parking facilities on the outskirts of the main campus to accommodate the needs of students, faculty, and staff while restoring the historic beauty of the central campus. We will seek ways to do this without damaging the campus periphery as an unintended consequence; this will require careful site planning and landscape management and attention to safety and access issues with

regard to the peripheral parking lots. In cooperation with the town, this project may also include restoration and extension of the historic fence along College Street, so that the main facade of the College is restored to the significance it once had along increasingly busy Route 116.

## APPENDIX C: MAINTAINING FINANCIAL EQUILIBRIUM

The financial goals for the last planning cycle centered on a return to financial equilibrium, which was defined in the following ways:

- Annual budgets are in balance without relying on “nonoperating” income such as unrestricted bequests.
- Financial projections indicate that budgets are expected to remain balanced in future years.
- Spending from endowment is at or below 5 percent, the level that over time is expected to protect the real value (net of inflation) of the endowment.
- Reserves for physical facilities and computing equipment are at or above the level that minimizes deferred maintenance and provides appropriate functionality.

Having achieved the financial goals identified in *The Plan for Mount Holyoke 2003*, the College’s current status with respect to each of these four components of financial equilibrium is as follows:

- Annual budgets are balanced without relying on unrestricted bequests or other non-operating income, but reaching balance has become more challenging as revenue growth slows.
- Financial projections indicate that revenue growth is likely to be a challenge in the next two or three years.
- Spending from endowment is at 5 percent, the targeted level. It would be desirable to reduce spending further, allowing more to be retained in the endowment to enhance our competitive position and support future spending. However, unless other revenue streams show significantly stronger growth than expected, this will not be possible during this planning horizon.

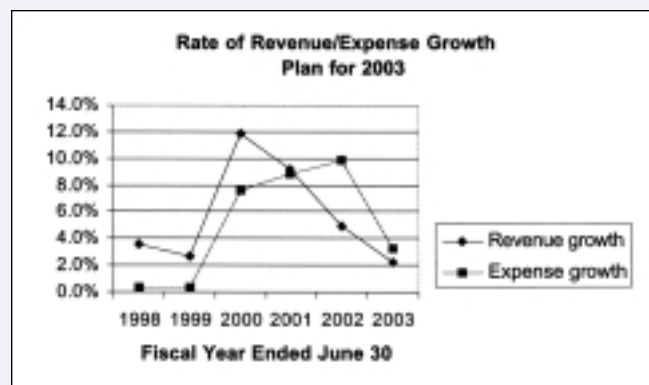
- During *The Plan for Mount Holyoke 2003*, additions to reserves for facilities and computing equipment were increased by greater amounts than the 2003 goals. However, we now have better information about needs, particularly in the areas of facilities maintenance and modernization. As a result, increasing reserves remains a high priority for *The Plan for Mount Holyoke 2010*.

The single most important driver of financial success during the years of *The Plan for Mount Holyoke 2003* has been the overall growth in operating revenues, which have increased from \$57.8 million in 1996–1997 to \$80.6 million budgeted for 2002–2003, an average annual increase of 6.6 percent. On the expense side, base reductions and careful cost control in the early years of the *Plan* resulted in an average annual increase in costs of 5.6 percent, allowing the budget to return to balance and the generation of substantial surpluses in two of the *Plan* years.

However, as the following chart indicates, the annual growth of revenues is uneven, peaking in 1999–2000 and declining in more recent years. Expense growth has lagged revenue growth but has also increased, gradually absorbing the growth in revenues. Expense growth has been controlled and has been focused on the College's highest priorities, but the operating surpluses of 1999–2000 and 2000–2001 have been absorbed in the current operating budget.

Most of the years of *The Plan for Mount Holyoke 2003* were characterized by a strong economy and growing financial markets. These highly positive economic conditions resulted in the significant growth in the endowment market value that permitted a 6 percent average annual growth in the

endowment spending distribution at the same time that the spending rate was being reduced from more than 6 percent to 5 percent. They also provided an environment in which financial aid costs could be kept flat for six years, allowing net student charges revenue to grow at an average annual rate of 11.4 percent.



Since the spring of 2000, the economy has weakened and the financial markets have been in decline. This environment, which does not appear likely to improve rapidly, exerts negative pressure on all of the College's revenue streams, making financial aid likely to increase,



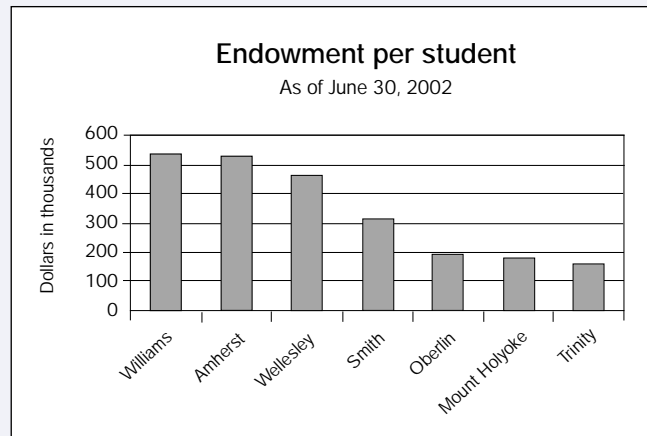
making gifts more difficult to raise, and reducing the endowment market value and therefore the amount available for distribution to the operating budget. With all revenue streams under pressure, even reasonable levels of expense growth (4–6 percent) will be very difficult within a balanced budget, as we began to see in the challenging budget year of 2002–2003. In addition, we are seeing significant upward pressures on some expenses over which we have only limited control, particularly insurance and energy costs and structural increases in other areas that are part of our planned efforts, notably compensation and debt service. As a result, the early years of *The Plan for Mount Holyoke 2010* will feel very much like the early years of *The Plan for Mount Holyoke 2003*, despite the significantly improved financial situation of the College.

One might ask where we expect to find the increased revenues (at the 4–6 percent annual level) that we need. In the long term, growing the endowment continues to be absolutely critical. All components contributing to endowment growth are important and need focused attention, including competitive market performance, increasing gifts and additions to endowment, and spending at the lowest rate compatible with the support of the operating budget at reasonable levels. Gifts to endowment are an extremely high priority, both as a central component of the next fundraising campaign and during the interval between campaigns. In the shorter term, we look to improving the discount rate and annual gifts. While recognizing that considerable improvement has been achieved in the College's discount rate (financial aid as a percentage of tuition revenues), Mount Holyoke's level remains comparatively high among the COFHE (Consortium on Financing Higher Education) colleges. While sustaining our substantial commitment to financial aid, some further reduction in the discount rate is an important component of continuing to strengthen the College's revenue growth. On the development side, the success of the current fundraising campaign has kept annual giving stable or growing, even as significant funds are being raised for endowment, facilities, and programmatic uses. As we move to a period between campaigns, growing annual gifts will be an important component of building operating revenues. We also need to be alert to the possibility of finding additional revenue streams, but not at the expense of our core mission.

Debt can provide some support for capital expenditures through repayment of existing debt and the growth of debt capacity as the College's assets increase. Current debt is being repaid at about \$2 million annually. While no increase in debt capacity should be assumed in the short term due to reductions in endowment market value, as markets recover, a 5 percent annual increase in debt capacity is a reasonable assumption. Debt is also an important source of funding for new facilities needs that are not attractive gift opportunities, and some debt capacity must be reserved for these uses. Assuming a 5 percent annual increase in debt capacity, an allocation of \$3 million of debt capacity annually to facilities maintenance and modernization leaves \$2-3 million annually that might be allocated to new facilities and programmatic needs.

*Competitive Pressures* While our peer institutions are currently facing similar financial pressures, the College competes with a peer group that is significantly more affluent, in terms of both endowment (and therefore spending from endowment) and the relative cost of financial aid. The following graph shows the differences in endowment per student between Mount Holyoke and six other selective liberal arts colleges.

This reality puts enormous pressure on Mount Holyoke both to attempt to grow revenues, particularly endowment, at faster rates than our peers and to compete with respect to programs, services, and particularly facilities while spending less money.



## APPENDIX D: FINANCIAL PROJECTIONS

The attached financial model projects operating results for the fiscal years 2004 through 2010, using the FY2003–2004 budget as the base from which to project. This represents one of a number of possible models that can be constructed based on varying the assumptions. The most important characteristic of the model is that it demonstrates that a group of reasonable assumptions can result in a prompt return to and then a continuation of financial equilibrium—balanced budgets, endowment spending at appropriate levels, and continued investment in physical facilities.

While this model does not and cannot explicitly incorporate the cost of all of the possible initiatives described in the body of the *Plan*, it does provide, through the interplay of the more general revenue and expense assumptions, a framework within which *Plan* initiatives must fit. It will be the work of successive annual budget processes to review progress in each area, determine the balance between existing work and new initiatives, and finally to limit what can be done and remain fiscally prudent. What this *Plan* will do, as *The Plan for Mount Holyoke 2003* did, is focus the institution on its priorities and provide a sorting mechanism for determining which of the many good ideas that emerge offer the most powerful movement toward those priorities in the most cost-effective way.

Having said that, there are some explicit links between the *Plan* and the assumptions in the model. A pool to provide funding for new initiatives is budgeted beginning in FY2007. Early support for new initiatives will be provided from grants and discretionary funds. A \$30-mil-

lion tax-exempt borrowing is incorporated in the model in FY2006, providing funding for the proposed new residence hall, to begin work on the existing residential program, and to support ongoing capital projects. Additional support for facilities and equipment maintenance and renovation is provided through the budgeted increases in operating reserves beginning in FY2007. Compensation pool increases in the later years of the *Plan* are intended to support some modest shifting from visiting to tenure-track faculty as well as cover annual salary and benefits increases.

Some of the key assumptions contained in this model include:

- Student numbers decline from the current year's peak of 2141 and plateau around 2050.
- Tuition, room, and board increases vary between 4.5 and 5.9 percent annually.
- 47.4 percent budgeted for FY2004 to 41.0 percent by FY2010.
- The growth of the endowment market value is forecast at 5.0 percent annually. This is a net figure that includes market appreciation, gifts and other additions to the endowment, and spending from endowment.
- Unrestricted gifts are forecast to grow at 5.0 percent annually, reaching \$10 million by FY2009.
- A tax-exempt bond issue of \$30 million is projected in FY2007.
- The total pool for salary and benefits increases varies between 3.5 and 5.0 percent.
- Some reductions in spending levels will be necessary to achieve budget goals for FY2005. In addition, some use of unrestricted bequests is projected in FY2004 and FY2005.
- An increase of \$1.5 million annually by FY2010 is projected in funds reserved for facilities and equipment.
- A reserve for new initiatives is included beginning in FY2007.

This model also provides a projected capital budget for the period of the *Plan*. These numbers include expected levels of projects approved to support equipment purchases and maintenance and modernization work. The model reflects the planned growth in funding of operating reserves and the dedication of \$3 million of debt capacity annually to supporting

## Mount Holyoke College Financial Projections FY2004–2010 (dollars in thousands) 4/10/03

	Actual 2001–02	Forecast 2002–03	2003–04	2004–05	2005–06	2006–07	2007–08	2008–09	2009–10
<b>Operating Budget</b>									
Revenue									
Tuition	\$52,082	\$58,710	\$61,499	\$63,690	\$68,415	\$70,762	\$73,941	\$77,082	\$80,276
Room, board, and other fees	\$14,424	\$16,426	\$16,362	\$17,797	\$19,117	\$19,773	\$20,662	\$21,539	\$22,432
Student aid	(\$21,581)	(\$26,446)	(\$29,126)	(\$29,934)	(\$31,129)	(\$31,135)	(\$31,795)	(\$32,374)	(\$32,913)
Net student charges	\$44,925	\$48,690	\$48,735	\$51,553	\$56,404	\$59,400	\$62,808	\$66,247	\$69,794
Unrestricted gifts	\$6,658	\$7,500	\$7,875	\$8,269	\$8,682	\$9,116	\$9,572	\$10,051	\$10,553
Restricted gifts used	\$2,576	\$2,100	\$2,600	\$2,665	\$2,732	\$2,800	\$2,870	\$2,942	\$3,015
Grants and contracts	\$5,185	\$3,885	\$4,694	\$4,788	\$4,884	\$4,981	\$5,081	\$5,183	\$5,286
Total gifts	\$14,419	\$13,485	\$15,169	\$15,722	\$16,297	\$16,898	\$17,523	\$18,175	\$18,855
Endowment distribution	\$18,275	\$17,932	\$16,638	\$14,443	\$14,206	\$15,154	\$15,663	\$16,217	\$16,816
Current investment income	\$301	\$100	\$200	\$350	\$500	\$500	\$500	\$500	\$500
Total investment revenue	\$18,576	\$18,032	\$16,838	\$14,793	\$14,706	\$15,654	\$16,163	\$16,717	\$17,316
Auxiliary revenue	\$4,572	\$4,015	\$4,768	\$4,816	\$4,250	\$4,450	\$4,500	\$4,550	\$4,600
Auxiliary expense incl. overhead	(\$4,861)	(\$4,345)	(\$5,265)	(\$5,318)	(\$5,371)	(\$5,425)	(\$5,479)	(\$5,534)	(\$5,589)
Other income	\$1,171	\$1,222	\$2,807	\$1,750	\$1,500	\$1,515	\$1,530	\$1,545	\$1,561
Total	\$882	\$892	\$2,310	\$1,248	\$379	\$540	\$551	\$562	\$572
Total revenue	\$78,802	\$81,099	\$83,052	\$83,316	\$87,787	\$92,491	\$97,046	\$101,701	\$106,537
Expenses									
Salaries and wages	\$40,201	\$42,830	\$44,466	\$45,722	\$46,980	\$49,094	\$51,549	\$54,126	\$56,832
Benefits	\$11,288	\$11,284	\$12,545	\$12,984	\$13,468	\$14,074	\$14,778	\$15,517	\$16,293
Other expenses	\$26,591	\$26,866	\$26,999	\$27,104	\$27,311	\$27,857	\$28,414	\$28,982	\$29,562
Additions to reserves						\$600	\$900	\$1,100	\$1,500
Cost reduction				(\$1,500)					
New initiatives						\$500	\$500	\$500	\$500
Total expenses	\$78,080	\$80,980	\$84,010	\$84,310	\$87,759	\$92,125	\$96,141	\$100,225	\$104,687
Surplus (deficit) from operations	\$722	\$119	(\$958)	(\$994)	\$28	\$366	\$905	\$1,475	\$1,850
Use of unrestricted bequests			\$958	\$994					
Net surplus (deficit)	\$722	\$119	\$0	\$0	\$28	\$366	\$905	\$1,475	\$1,850
<b>Capital Budget</b>									
Computer equipment	\$1,200	\$1,200	\$1,150	\$1,200	\$1,200	\$1,300	\$1,400	\$1,500	\$1,500
Facilities									
Operating reserves	\$2,464	\$3,200	\$1,470	\$1,900	\$1,900	\$2,400	\$2,600	\$2,700	\$3,100
Debt-maintenance/renovation	\$3,970	\$3,439	\$3,541	\$3,000	\$3,000	\$3,000	\$3,000	\$3,000	\$3,000
Gifts	\$575	\$147	\$917						
Total	\$7,009	\$6,786	\$5,928	\$4,900	\$4,900	\$5,400	\$5,600	\$5,700	\$6,100
Total ongoing annual budget	\$8,209	\$7,986	\$7,078	\$6,100	\$6,100	\$6,700	\$7,000	\$7,200	\$7,600
Debt-new facilities/programs				\$2,000	\$3,000	\$5,000	\$2,500	\$2,500	
Total capital budget	\$8,209	\$7,986	\$7,078	\$8,100	\$9,100	\$11,700	\$9,500	\$9,700	\$7,600

## Assumptions

	Actual 2001-02	Budget 2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10
Average total FTE students *	1984	2141	2108	2070	2109	2073	2063	2053	2046
Average residential students *	1786	2062	1979	1966	2004	1969	1960	1950	1944
Tuition increases	4.10%	4.90%	5.90%	5.50%	5.40%	5.25%	5.00%	4.75%	4.50%
Tuition level	\$26,250	\$27,540	\$29,170	\$30,774	\$32,436	\$34,139	\$35,846	\$37,549	\$39,238
Room and board increases 4.10%	4.90%	5.90%	5.50%	5.40%	5.25%	5.00%	4.75%	4.50%	
Room and board level	\$7,720	\$8,100	\$8,580	\$9,052	\$9,541	\$10,042	\$10,544	\$11,044	\$11,541
Financial aid (% of tuition)	41.4%	45.3%	47.4%	47.0%	45.5%	44.0%	43.0%	42.0%	41.0%
Net tuition revenue		8.4%	0.1%	5.8%	9.4%	5.3%	5.7%	5.5%	5.4%
Endowment distribution									
Growth in market value				0.05	0.05	0.05	0.05	0.05	0.05
Year 1 net market value		\$407,218	\$438,252	\$387,181	\$332,518	\$349,144	\$366,601	\$384,931	\$404,178
		(\$20,260)	(\$18,635)	(\$60,393)	(\$58,503)	(\$56,538)	(\$54,478)	(\$52,313)	(\$80,048)
		\$386,958	\$419,617	\$326,788	\$274,015	\$292,606	\$312,123	\$332,618	\$324,130
Year 2 net market value		\$438,252	\$387,181	\$332,518	\$349,144	\$366,601	\$384,931	\$404,178	\$424,387
		(\$18,635)	(\$60,393)	(\$58,503)	(\$56,538)	(\$54,478)	(\$52,313)	(\$80,048)	(\$78,008)
		\$419,617	\$326,788	\$274,015	\$292,606	\$312,123	\$332,618	\$324,130	\$346,379
Year 3 net market value		\$387,181	\$332,518	\$349,144	\$366,601	\$384,931	\$404,178	\$424,387	\$445,606
		(\$60,393)	(\$58,503)	(\$56,538)	(\$54,478)	(\$52,313)	(\$80,048)	(\$78,008)	(\$75,923)
		\$326,788	\$274,015	\$292,606	\$312,123	\$332,618	\$324,130	\$346,379	\$369,683
Total		\$1,133,363	\$1,020,420	\$893,409	\$878,744	\$937,347	\$968,871	\$1,003,126	\$1,040,191
Average market value		\$377,788	\$340,140	\$297,803	\$292,915	\$312,449	\$322,957	\$334,375	\$346,730
Spending @ 5%		\$18,889	\$17,117	\$14,890	\$14,646	\$15,622	\$16,148	\$16,719	\$17,337
Budgeted distribution @ 97%		\$17,906	\$16,638	\$14,443	\$14,206	\$15,154	\$15,663	\$16,217	\$16,816
Growth rates of:									
Unrestricted gifts				5.00%	5.00%	5.00%	5.00%	5.00%	5.00%
Restricted gifts				2.50%	2.50%	2.50%	2.50%	2.50%	2.50%
Grants and contracts				2.00%	2.00%	2.00%	2.00%	2.00%	2.00%
Other income				1.00%	1.00%	1.00%	1.00%	1.00%	1.00%
General expenses				1.50%	1.50%	2.00%	2.00%	2.00%	2.00%
Salary and benefits increases				3.50%	4.50%	4.50%	5.00%	5.00%	5.00%
Revenue growth				0.3%	5.4%	5.4%	4.9%	4.8%	4.8%

## Notes

\* Size of entering class

Senior (96% of first-year #)	456	541	536	484	550	514	514	514	514
Junior (70% of first-year #)	379	394	353	401	375	375	375	375	368
Sophomore (99% of first-year #)	522	512	577	530	530	530	530	520	520
First-year	504	573	535	535	535	535	525	525	525
FTEs (FTE@.75)	78	82	85	85	85	85	85	85	85
Other (grad/LF/PB/exch)	45	39	22	35	35	35	35	35	35
Total	1984	2141	2108	2070	2109	2073	2063	2053	2046

Residential students @ 95% of total students; no change in current patterns of returning students, leaves, and change between semesters

maintenance and renovation projects. It also shows the use of the remainder of the planned tax-exempt borrowing for new facilities and programs.

Fundraising will continue to be an important source of support for the operating budget—both directly and through gifts to endowment—and for facilities and equipment projects. The model makes some assumptions about gifts for current purposes and for gifts to endowment (incorporated as a component of the overall change in endowment market value); it does not include assumptions about gifts for capital projects or explicitly for new initiatives. To the extent that these efforts cannot be incorporated into existing funding sources, they will await gift funding.

## APPENDIX E: STUDENT ENROLLMENT: PROGRESS AND CHALLENGES

The College has made exceptional progress in meeting and exceeding the enrollment goals set out in *The Plan for Mount Holyoke 2003*:

- Applications have increased 45 percent over the *Plan* baseline and 13 percent over the *Plan* goal of 2,600.
- Selectivity has increased, moving from a 65 percent accept rate in 1996 to 52 percent this year.
- Academic quality has improved. Consistently, more than 50 percent of our students rank in the top 10 percent of their high school class and the mean high school GPA is 3.6.
- Ethnic and racial diversity has increased. This year ALANA students represent 25 percent of the incoming class, and, at 16 percent, we continue to be the national liberal arts college with the largest proportion of international students.
- We have maintained our commitment to serving women of all ages and life circumstances, enrolling approximately 40 new Frances Perkins Scholars each year.
- We have enhanced additional enrollment programs—including transfer, postbaccalaureate, and international guest student programs—in order to maintain balanced enrollments and to increase tuition revenue in an environment that encourages students to study abroad.

The report of the Faculty Planning and Budget Subcommittee on Admissions and the Financial State of the College, presented to the faculty in 1995 and discussed at length in 1996, argued that it would be possible for Mount Holyoke to remain a women's college and restore financial equilibrium. The actual outcomes of the past several years have shown this to be true. The College outperformed both the "optimistic women's college scenario" and the goals of *The Plan for Mount Holyoke 2003* in terms of applications, revenue, and acceptance rate. Indeed, overall the COFHE women's colleges have seen a larger percentage increase in applications than the coed COFHE colleges as a group. In 2001, the average number of women applicants to the coed group was 2,667; for the women's colleges group it was 2,882. In fact, Mount Holyoke attracted more applications from young women last year than did Swarthmore, Amherst, Williams, Oberlin, Carleton, Trinity, and Pomona.

Our success in meeting our enrollment goals was achieved in a highly competitive postsecondary market with many of the trends unfavorable to small liberal arts colleges. National research and our own surveys show student interest in larger, more urban, and, increasingly, public institutions. Students and families are even more focused on the potential outcomes of their education and this is aligned with the demand for more clearly career-related curricula.

The size of our applicant pool is now commensurate with Smith's and Wellesley's, and our largest overlap continues to be with the other women's colleges, although, in fact, we compete with a range of coed schools from large public universities to small liberal arts colleges. The number of high school graduates is projected to grow 10 percent through 2008 before gradually declining about 2.2 percent through 2011; fortunately, we will not see the dramatic declines of the 1980s. Moreover, the number of women matriculants will continue to outstrip that of men. The Department of Education predicts that by 2007 the number of women enrolled in colleges will be 9.2 million compared to 6.9 million men.<sup>12</sup> The population growth will not be evenly distributed across the country, however; it will grow more substantially in the West and Southwest and counter to our primary markets, which are currently New England, the Mid-Atlantic, and overseas. Hispanic students will account for 50 percent of that growth. These students will be largely first-generation college students not likely to be headed for private, liberal arts colleges in the Northeast. In addition, the downturn in the economy, expected increases in tuition fees, and changing demographics will result in a greater demand for financial aid.

To compete successfully in this challenging environment, we should feature our identity as a women's college. We continue to benefit from the prestige of the Seven Sisters/Women's Ivy League association. Most important, our women's college status is the critical differentiating

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<sup>12</sup> Thomas G. Mortenson, "Where Have All the Men Gone?" NACAC Report, October 6, 2000.

characteristic in a market of undifferentiated, coeducational liberal arts colleges. In the Maguire Associates marketing study, we asked students to rate 21 various image statements on the “fit” for their first choice college/university and for MHC. Two statements were consistently rated higher (better fit) for MHC than our competitors, which included other private colleges, private universities, large publics, and other publics. One of those statements referenced the advantages of the Five Colleges. The other statement, which was rated the highest, was “This institution is distinguished in developing women leaders.” It is also noteworthy that this statement was rated a “better fit” for Mount Holyoke even when other women’s colleges were being rated.<sup>13</sup> As the oldest women’s college, we can provide much-needed inspiration and the leadership necessary to realize the great, unfinished agenda of the twenty-first century—to provide education for women worldwide. We agree with an alumna who observed, “The world needs a strong Mount Holyoke.”

To keep Mount Holyoke strong, we will need to employ highly innovative and strategic marketing and recruitment tools. Using institutional marketing research and new geo-demographic tools, we will strive to reach our target audiences more effectively. The new student information system will support sophisticated and individualized communication with prospective students; and we will look for bold organizational and programmatic opportunities such as the West Coast admission office. We will continue to broaden and enhance the work of the admission staff by engaging our volunteers—students, faculty, alumnae, and parents—even more substantively in our admission program, and we will give serious consideration to creating a part-time position for a faculty member to coordinate faculty outreach. Finally, we will continue to maximize our use of financial aid resources in creative ways in order to enroll an academically accomplished, talented, and diverse student body.

## APPENDIX F: ASSESSMENT CHECKLIST

In most cases existing committees should be charged with developing the assessment criteria based on the guidelines below. Suggested committees are indicated in parentheses.

### I. Introduction: Mission and Objectives

- Is the *Plan* serving well as an overall blueprint?
- Are all constituencies constructively engaged?
- Is there a sense of momentum and progress?

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<sup>13</sup> Maguire Associates, *Mount Holyoke College: A Marketing Opportunity and Image Analysis*, July 2002, pp. 65-66.



## II. Focusing on the Academic Program (Academic Policy Committee)

- *Reflecting on the liberal arts*: Has there been productive dialogue?
- *Curriculum*: By 2007–2008 complete review of curriculum and list proposed changes to requirements and degree programs.
- *Internationalizing the curriculum*: See III. A.
- *Faculty support*: Comparative data on numbers of faculty, percentage tenure track, average salary and compensation, retirements, improvements in teaching, mentoring, and research support
- *Coordination, adjacencies, efficiencies*: What improvements have been made?
- *Innovation*: List projects seeded by 2010 Innovation Fund and plans for implementation of new programs.

## III. Linking Curricular and Cocurricular (Multicultural Community and College Life Committee)

- *Intentional and developmental education*: Status of electronic portfolio project; encouragement of ongoing student reflection on educational goals; growth in capstone and culminating final projects
- *Revitalized honor code*: New emphases, outcomes
- *January Term*: Growth in credit and noncredit courses and activities, enrollments
- *Internships*: Numbers, funding
- *Alumnae mentors*: Status of pilot program
- *Improved connections between Career Development Center and departments*: Evidence
- *Better tracking of graduate school preparation, admission, and employment of graduates*: Data
- *Strengthened advising*: Implementation of SIS by 2004; improvements in orientation and support; student advisers; preprofessional advising; timely information
- *Planning for new residential space*: See IV. A.
- *Campus center*: Complete by fall 2003. In 2007: status of programming to recenter and revitalize campus life.
- *Athletics*: Status of intercollegiate, club, and intermural sports programs and facilities
- *Community service and life beyond the gates*: What improvements?

## IV. Engaging the World: Education for Citizenship

### A. Diverse Community and Global Citizenship (International Board)

- *Expansion of the intergroup dialogue project and other pedagogical strategies for diverse learners*: Progress report
- *Financial aid*: Total financial aid expenditures, percentage of students on aid, comparative data

- *Support for religious and cultural pluralism:* New and continuing programs
- *ADA audit and follow-up planning for campus improvements*
- *Diversity of student body, staff, and faculty:* Statistics
- *Internationalizing the curriculum:* New developments
- *Study away, internship, research initiatives, exchange programs:* Status of continuing and new programs and enrollments
- *Support for international students:* Financial, administrative, and programmatic
- *Status of proposed Global Studies Institute*

*B. Leadership and the Liberal Arts (Ad Hoc External Review Committee)*

- *Enhanced leadership development opportunities in departments and programs:* List initiatives.
- *Name change for Weissman Center*
- *Coordination between public programs and classes:* List connections.
- *Faculty and curricular development:* List seminars, participation.
- *Speaking, Arguing, and Writing:* Measure student and faculty use, evaluate effectiveness.
- *CBL, case method, and other pedagogical programs:* List new and continuing courses.
- *Student leadership and development:* Evaluate new and continuing programs.
- *Girls' and women's leadership development:* Status of Take the Lead and new summer leadership institute for adults
- *Global and local contexts:* List programming highlighting women's issues and leadership worldwide.

*C. Environmental Education and Stewardship (Ad Hoc External Review Committee)*

- *Center for Environmental Literacy:* New curricular materials and opportunities; research and internship opportunities; expanded environmental education across the disciplines; public programs and classroom links: Detail progress.
- *Stewardship of the campus:* Continuation of green building design and construction; cost savings/avoidance from energy conservation projects; list of environmentally responsible projects undertaken

*D. Technological Savvy and Integrated Services (LITS Advisory Committee) By 2007*  
complete an assessment survey addressing the following issues:

- *Student education and faculty development:* How well can our students evaluate and negotiate information and technology? How have our students, faculty and staff become recognized "information providers" rather than consumers?
- *Collections:* How well are our collections used? How well are our faculty and students supported in their information needs?

- *Facilities:* How accessible are the services and materials both in and out of the library facility? How responsive and well used are the labs, study spaces, and gathering spaces in the LITS complex?
- *Web and infrastructure:* How well has the community been able to participate in the development of the College's Web presence? Does our infrastructure have the growth potential to serve our needs for the next five years?
- *Services, staff, administrative support:* How satisfied are our students, faculty, and staff with the quality and the delivery of services and materials? How has the delivery of services and support improved the functionality of the academic and administrative services?
- *Collaboration:* Evaluate Five College cooperation and status of fiber optic connection scheduled for completion by 2005.
- *How do our core services benchmark against peer organizations?*

## V. Renewing the Campus (Faculty Planning and Budget Committee)

### A. Facilities

- *Classroom and deferred maintenance and modernization:* Progress on reducing backlog
- *Student residential housing:* Completion of planning for residence hall renovation program; successful completion (on time and on budget) of new residence hall
- *Academic facilities needs:* Completion of plan to renovate Porter Hall once new residence hall is completed and to reconfigure Ciruti Hall once Porter Hall is completed; successful completion of Porter and Ciruti projects within timeframe that is affordable
- *Longer term:* By 2007 progress on refining priorities for comprehensive campaign

### B. Landscape

- *Planning and implementation of successful projects as resources permit*
- *Longer term:* By 2007 progress on refining a list of funding opportunities for comprehensive campaign

## VI. Linking to Communities beyond the Gate (Ad Hoc External Review Committee)

- *Five Colleges:* List curricular, cocurricular, technological, and transportation improvements of this period.
- *Local communities:* List new and continuing programs to link to South Hadley and other communities.
- *Alumnae, parents, and friends:* List new and continuing programs to build productive and strong alliances with these constituencies.

## VII. Sustaining Strong Resources (Faculty Planning and Budget Committee)

- *Human resources:* Evaluate progress in meeting staff support and development goals.

- *Financial resources:* Progress in meeting financial goals and sustaining (or returning to) financial equilibrium
- *Development:* Campaign totals on December 31, 2003. Each year: charitable giving totals, annual fund. Assessment of volunteer resources. Complete planning for next comprehensive campaign by 2007.

#### VIII. Building Mount Holyoke's Visibility (Advisory Committee on Admissions and Financial Aid)

- *Recruitment and retention:* Progress in meeting enrollment goals; complete retention study and status of retention initiatives including focusing on outcomes and using alumnae mentors
- *Reputation and visibility:* Assessment of the College's visibility, reputation, and engagement in national and international issues and leadership role in advancing issues with regard to liberal arts and women's education
- *Communication strategies:* List strategies and initiatives and evaluate their effectiveness.

## APPENDIX G:

### LIST OF BACKGROUND REPORTS AND DOCUMENTS

- Faculty Planning and Budget Subcommittee Report on Admission and the Financial State of the College [May 1995].
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## Submitted by the Ad Hoc Committee on the Future of the College (2001–2003), April 2003

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