

Keene State College

DRAFT Strategic Plan V 4.0

Goals, Objectives, Actions, and Considerations

July 9, 2015

Among the values of Keene State College, the following six provide a strong foundation and framework for the strategic plan:

- Excellence in teaching, learning, and scholarship
- Educational challenge and support for a wide range of learners
- Commitment to learning and cultural enrichment
- Diversity, civility, and respect
- Social justice and equity in our community and curriculum
- Civic engagement and service to the community

Goal 1: Identity/Distinction

Keene State College will provide a distinctive, rigorous, and primarily residential liberal arts education characterized by (1) the intentional integration of learning across the college experience; (2) progressive, engaged, and evidence-based pedagogy; (3) the development of workplace readiness; and (4) the achievement of desired college-wide student learning outcomes.

Objectives and Actions:

- 1.1. Prepare a comprehensive, integrated academic and co-curricular plan that (1) is guided by College-wide student learning outcomes; (2)

incorporates an interdisciplinary general education curriculum that exemplifies and embraces Keene State's definition of the liberal arts; (3) supports innovative, experiential, and integrated educational opportunities that respond to a spectrum of students' learning styles; and (4) includes expanded opportunities for international engagement and study, service learning, undergraduate research, internships, and artistic creation.

Actions recommended by the Implementation Planning Group:

1.1.1. Create an integrated five-year academic and co-curricular plan for meeting College-wide learning outcomes, academic affairs' department program outcomes, and student affairs' department program outcomes.

1.1.2. Through the combined efforts of the ISPC, the College Senate, and the Provost, and based on feedback collected from faculty in 2014-2015, develop and implement a revised Integrated Studies Program (ISP).

Considerations:

Increase the number of tenured and tenure-line faculty teaching core ISP courses (ITW and IQL) so that FY students have greater access to major advisors and to allow FT/TT more contact with FY students.

Increase the number of ITW sections thematically linked to introductory-level courses in the disciplines and the number of IQL disciplinary alternatives, to give

first-year students the opportunity to explore major options early on, to provide a more effective integrative studies curriculum, and to allow them to build stronger connections with faculty.

Provost will work with Integrated Program Studies Committee (ISPC) next year to establish specific ISP student learning outcomes; need to figure out how ISPC will fit with other planning groups.

1.1.3. Expand the number and scope of academically-focused Living Learning Communities by fall 2016.

Considerations:

Task force exists; work is underway– Collaborators: Kristen Porter-Utley and Michael Pulju and the Task Force on LLCs, Student Affairs, Admissions, Academic Advising, Academic Affairs.

Key steps to complete: The Task Force on LLCs will conduct research to identify successful practices in LLC design, operations, and assessment; study previous efforts to establish academically-focused LLCs at KSC and describe the elements specific to KSC needed for successful implementation; recommend a coherent, scalable vision for the LLC program at KSC; and generate and systematize a process by which staff and faculty members can apply for and establish LLCs at KSC.

1.1.4. Expand funding and support for the KSC Child Development Center, which provides internships and professional preparation for students in multiple disciplines, fulfills a community need for high quality child care, and partners with Keene-based agencies, by updating lab facilities as needed and supporting staff involvement in professional activities and advocacy.

1.1.5. Establish a requirement for all KSC students to participate in an “engaged learning activity” as a part of their KSC education. Engaged learning activities include but are not limited to study away (international or domestic), undergraduate research and creative inquiry, faculty-led global programs, non-credit bearing service trips, extended and substantial community service or service-learning projects, major leadership roles, internships and co-op programs.

NOTE: With reference to activity 4.2.1, community service or service-learning projects may function as components of engaged learning for this requirement, but cannot alone satisfy the requirement.

Considerations:

Need to define creative inquiry, creative activity, and undergraduate research.

Create a set of unifying/connecting themes or outcomes at the core of diverse types of engaged learning activities offered at KSC.

Have each department, reflected within their four-year plans, identify at least one semester during which students can, given the sequencing of required courses, participate in study away or other engaged learning activities without delaying their degree progress.

Facilitate study away/engaged learning by putting necessary supports in place

by approving the Business Office' s proposal to create an "Engaged Learning" or "Service Learning" or "Experiential" hub/center where the various offices and departments could be brought together (i.e. CELT, GEO, Honors, Business internship coordinator, etc.) to coordinate campus wide travel and work to streamline paperwork involved in off-campus trips.

Add an experiential learning/service learning fee to student fees, creating a pool of funds that could be used and distributed for global learning, service engagement and/or research purposes.

Provide students opportunities to share, both in and out of the classroom, and to prospective employers, what they have learned during their travel and study away experiences.

Investigate the creation of an international study away hub.

Possible relationship, or issues related to, accreditation.

- 1.1.6. Enhance students' engagement with diversity and multicultural perspectives and experiences, and support their achievement of College-wide learning outcomes, by increasing their participation in global learning experiences, including through institutional partnerships already established by the Global Education Office; increase and diversify study away opportunities that involve service learning, creative experience, internships, research, and volunteer work.

Consideration: Apply for grant opportunities to fund internships away, such as those offered through the NY Life Higher Education Civic Engagement Awards, via the Washington Center, for students and faculty development opportunities and explore cost-effective ways to facilitate global learning experiences.

1.1.7. Develop an effective model for internship and co-op management to include streamlined processes, improved communication with internship sites, consistent standards for supervision, reporting mechanisms, and clear faculty expectations.

Consideration: With reference to the Internship Task Force report from Fall 2013, create a standard set of learning outcomes for internships (over and above the academic outcomes that are prescribed by course and program outcomes) and develop a rubric for assessment of relevant workplace skills to be completed by internship site supervisors.

1.1.8. As part of the integrated academic and co-curricular plan, establish a co-curricular transcript.

Consideration: Implementation of an e-portfolio instead of, or as a complement to, a co-curricular or integrated curricular and co-curricular transcript.

1.2. Improve the accessibility, quality, and effectiveness of undergraduate advising, integrating academic and co-curricular advising, to enable students to take full advantage of their educational programs and experience in and out of the classroom.

Actions recommended by the Implementation Planning Group:

1.2.1. Establish a standing advising steering committee (comprised of students, faculty, a member of the Registrar's staff, and Academic

and Career Advising staff) charged with making decisions about advising questions, such as the implementation of a required advising strategy, advising expectations, evaluation of advising, etc.

Consideration: Develop a declaration of major process from the point of application through the selection of an advisor to the point of declaration. Identify and modify curricular designs that prevent students from declaring majors by the time they have earned 60 credits. Reference gap analysis on advising being conducted by Provost's office. Standing Advisory Committee identified as collaborator/stakeholder.

- 1.2.2. Develop an advising plan that ensures all first year and transfer students are assigned an advisor who is a member of the tenure-track faculty, adjunct faculty, or the staff of Academic and Career Advising.

Considerations:

Revise the practice of assigning undeclared students with a particular educational goal to the corresponding department chair.

Every student's record in the Student Planning module will have a specific advisor's name listed.

Explore providing all advisors access to all Student Planning records.

Every student should be contacted by their advisor within the first four weeks of the semester.

Expectations for faculty and ACA advising will be in writing, supported through professional development, communicated to incoming students and their parents. In coordination with the Diversity and Multiculturalism Office, create a culturally sensitive academic advising process.

Expand professional development activities for professional advisors. In comparison to FY15, in FY16 more professional advisors will have participated in professional development activities.

A study will be completed by the director of the ACA in FY16 comparing staffing levels in the KSC department to the baselines of national or professional organizations.

Reference gap analysis on advising being conducted by Provost's office.

Consider implications of KSCEA and KSCAA contracts.

Collaborators: Academic and Career Advising staff, CELT, KSCEA, KSCAA, Diversity and Multiculturalism Office.

- 1.2.3. Offer faculty (especially first-year faculty) and designated staff members professional development and assistance to support all forms of advising.

Considerations:

An online handbook will be available for faculty by December 2015.

Departments or schools will request training in technology tools and advising strategies

Deans will include advising as a topic of discussion in school meetings

A comprehensive definition of advising will be established.

- 1.2.4. Recognize and highlight those departments/faculty and staff advisors for whom advising is a particular strength and priority.

Consideration: Reference KSCEA contract for the role of advising in promotion and tenure.

- 1.3. Better align and support academic programs that help students develop cognitive, practical, and workplace skills that are essential to competitiveness and success in employment and careers locally, regionally, and globally.

Actions recommended by the Implementation Planning Group:

- 1.3.1. Establish a Career Advisory Council with membership from faculty, corporate relations, Academic and Career Advising, student affairs, recent alumni (5-10 years post-graduation) and local business representatives to guide and support KSC career development goals and approaches.
- 1.3.2. Encourage curriculum development that crosses disciplinary boundaries and helps students develop the cognitive, practical, and workplace skills that will promote their success, as informed by prospective employers and current research about workplace readiness.

Considerations:

Existing cross-listed courses.

Implications for KSCEA contract.

- 1.3.3. In coordination with the Corporate Relations Office, identify what prospective employers seek in recent graduates in terms of cognitive, practical, and workplace skills; communicate these skills and qualities to both students and departments; dispel misconceptions and better demonstrate how the KSC curriculum currently does or has the potential to cultivate skills and qualities.

Considerations:

In coordination with the Alumni Office and Corporate Relations Office, identify career trajectories among recent graduates (both locally and nationally) and create a plan for providing students with the core skills they need in order to succeed in a shifting and competitive job market.

In coordination with the Marketing and Communications Office, use the data on what employers seek and what kinds of career paths recent graduates follow to better communicate and demonstrate (on department web sites, on admissions material(s) how a Keene State education prepares students.

Cultivate collaboration between the Alumni Office and academic departments (in terms of sharing information and publicizing alumni accomplishments; determine who will be responsible for achieving this).

Integrate the development of career readiness skills and attributes into the student affairs curriculum.

- 1.4. Increase support for faculty research, scholarship (including the scholarship of teaching and learning), and artistic creation that are aligned with the College's institutional values and enhance the student experience.

Actions recommended by the Implementation Planning Group:

- 1.4.1. Increase the number of tenure-track and clinical faculty to cover reassignments of faculty time for research and creative projects.

Consideration: This should not be interpreted as supporting covering classroom teaching needs with adjunct faculty.

- 1.4.2. Continue to support the growth of the Office of Sponsored Projects, including reviewing the structure and re-defining the responsibility of the Research Advisory Council as well as identifying and implementing a data management tool to assist the campus in assessing and managing research activity.

- 1.4.3. Establish a model for the Provost and Deans to set goals for grant-funded projects and, as appropriate, and in coordination with the Center for Engaged Learning and Teaching (CELT), provide faculty fellowships, which offer reassigned time for tenured, tenure-track, and clinical faculty for ongoing research or creative projects that will result in the development of new courses, undergraduate research/creative opportunities for students, or high impact

teaching practices.

Considerations:

If grant-funded projects greatly increase, place research administrators in the schools to assist in supporting the activity.

Annually showcase curricular innovations, scholarship, research and artistic creations that enhance student experience, in the forms of poster sessions and conferences.

- 1.5. Continually strengthen the quality of teaching and learning, and provide faculty development that is integrated with the assessment of student learning and advances discipline-appropriate pedagogical innovation and high-impact practices.

Actions recommended by the Implementation Planning Group:

- 1.5.1. Create and offer faculty development opportunities focused on implementing and assessing the College-wide learning outcomes.
- 1.5.2. With collaboration from the Diversity and Multiculturalism Office and the Center for Engaged Learning and Teaching (CELT), provide professional development opportunities, including presentations and workshops, to assist faculty in strengthening their capacity to engage in culturally responsive practices associated with their work with students from underrepresented groups.

1.5.3. Charge a Faculty Development Advisory Committee to identify faculty development needs on campus (including those of non-faculty partners who support high impact learning), determine the best times to hold faculty development activities, and promote faculty development on campus.

1.5.4. Review and revise teaching evaluation forms (student, peer, and self evaluations) and procedures to incentivize innovation, the use of high-impact practices, and academic rigor.

Consideration: Consider implications for KSCEA and KSCAA contracts.

1.5.5. Provide incentives and new approaches to support collaborative and team teaching and cross-disciplinary collaborations.

Consideration: Implications for KSCEA and KSCAA contracts.

Goal 2: Student Achievement

Keene State College will enable students to explore, clarify, and achieve their personal and academic goals by (1) enrolling, challenging, and supporting students who can thrive at the College; (2) encouraging the development of self-advocacy; and (3) providing opportunities and guidance across the student life cycle.

Objectives:

2.1. Create and implement a comprehensive enrollment strategy, incorporating admissions and financial aid policies and practices, that is aligned with institutional values, supports the priorities and goal of the strategic plan, and promotes the matriculation of students who can thrive at Keene State College.

Actions recommended by the Implementation Planning Group:

2.1.1. Identify additional stakeholders, including faculty, to join the Enrollment Management Committee, and charge that Committee with developing, after appropriate consultation, a recommended enrollment strategy, to include the expected size and composition of the entering class; recruitment strategies needed to increase the demographic diversity of students; identification and description (through review of institutional data) of students most likely to thrive at Keene State College; financial aid policies and resources related to recruitment as compared with competitor institutions; admissions policies, practices, and resources as compared with competitor institutions; admissions territories, including domestic and international markets; and admissions and recruitment components of the College' s marketing plan.

Action recommended Note of intent *by the IPG:* The purposes of this activity are to optimize the College' s outreach to potential students and ensure a viable long-range recruitment plan.

Potential Collaborators and Stakeholders:

Associate Vice President for Enrollment Management
Director of Financial Aid
Director of Admissions
Director of Institutional Research and Assessment
Chief Officer of Diversity and Multiculturalism
Director of Global Education
Vice President for Finance and Planning
Provost and Vice President for Academic Affairs
Director of Marketing and Communications
Graduate Studies
Office of Continuing Education and Extended Studies

2.1.2. Review the future role of graduate education programs in the context of academic and market factors such as changing professional requirements, regulations and mandates, and competing programs in place or in development at other institutions.

2.1.3. Further engage members of the faculty in recruitment efforts.

2.2. Better define the scope and improve the integration of student support services and enrichment programs to fulfill the College's commitment to support the success of all students who are admitted and enrolled.

Actions recommended by the Implementation Planning Group:

2.2.1. Design a plan to support student success, aligned with the comprehensive academic and co-curricular plan and the enrollment plan; this plan should include an inventory of current support services and enrichment programs, a comprehensive needs assessment for support services (based on student surveys and institutional data), a review of standards and generally accepted best practices, and a proposal for initiatives that can be accomplished by 2020, which should include improvements in communication with and information access by students.

Consideration: Refer to Student Success Center Committee work begun in 2013.

Collaborators and stakeholders:

Members of the Faculty

Director of Institutional Research and Assessment

Director of TRIO Program

Director of Developmental Mathematics Programs

Director of the Center for Writing

Chair of the Honors Program

Director of Academic and Career Advising

Associate Vice President for Enrollment Management

2.3. Create a comprehensive and coordinated first-year program, aligned with the comprehensive academic and co-curricular plan, to support student achievement, persistence, and retention.

Actions recommended by the Implementation Planning Group:

2.3.1. With broad faculty involvement and consultation, create a plan for a comprehensive first-year program, including: identification of the overall goals and objectives of the College's first year program; review and evaluation of different first year program models in other institutions; consideration of the use of e-portfolios; and selection or development of a model for implementation that is aligned with Orientation and Welcome Days and the College-wide learning outcomes.

Considerations:

From Group 1: (1) Provide mid-term grades, personal referrals to campus resources, transition support and self-assessment activities; (2) Integrate first-year seminar strategies into first-year courses in fall semester, with a modified version for first-year courses in spring semester, and (3) Integrate support for first-year student transition and adjustment into the curriculum of first-year courses and advising.

If the proposed first year program may affect curriculum, consider implications for KSCEA contract.

Collaborators and stakeholders:

Members of the faculty

Associate Vice President for Enrollment Management

Provost and Vice President for Academic Affairs

Vice President of Student Affairs and Enrollment Management

Associate Dean of Students, Director of Residential Life and Housing Services

Coordinator of the First-Year Residential Experience

Faculty member from First-Year Living and Learning Community Committee
Dean of Arts and Humanities
Dean of Sciences and Social Sciences
Dean of Professional and Graduate Studies
Chief Officer of Diversity and Multiculturalism

- 2.4. Provide specific support to improve the educational experience and promote the retention and success of traditionally underserved or at-risk student populations, including first-generation students and high-achieving students.

Actions recommended by the Implementation Planning Group:

- 2.4.1. Review institutional data to determine which students are most at risk of not persisting, being retained, and/or graduating.

Collaborators and stakeholders:

Director of Institutional Research and Assessment
Associate Vice President for Enrollment Management
Coordinator of the First-Year Residential Experience

- 2.4.2. Develop a plan to support students who are most at risk, including at least: an inventory of current programs and services that support those students; a review of evidence-based best practices in supporting students with those characteristics and features; and recommended strategies for implementation at Keene State College.

Considerations:

Activities 2.4.2, 2.4.3, 2.4.4, and 2.4.5 allow the intent of objective 2.4 to be focused on groups of students who are shown in institutional data to face greater challenges to success.

Educational and professional development opportunities for faculty and staff may be helpful.

Collaborators and stakeholders:

Director of Institutional Research and Assessment
Director of TRIO Program
Director of Developmental Mathematics Programs
Associate Vice President for Enrollment Management
Coordinator of the First-Year Residential Experience
The Center for Writing
Academic and Career Advising
Office of Disability Services

- 2.4.3. Review recruitment and admissions strategies and revise as necessary to increase the demographic diversity of students.

Consideration: Activities 2.4.2, 2.4.3, 2.4.4, and 2.4.5 allow the intent of objective 2.4 to be focused on groups of students who are shown in institutional data to face greater challenges to success.

Collaborators and stakeholders:

Director of Institutional Research and Assessment

Director of TRIO Program
Associate Vice President for Enrollment Management
Marketing and Communications Office
Diversity and Multiculturalism Office
Admissions Office

- 2.4.4. Develop a plan to support the retention and success of diverse students, including lesbian, gay, bisexual, transgender, and queer students (LGBTQ); this plan should include an inventory of current programs and services that support those students; a review of evidence-based best practices in supporting such students; and recommended strategies for implementation at Keene State College.

Consideration: Activities 2.4.2, 2.4.3, 2.4.4, and 2.4.5 allow the intent of objective 2.4 to be focused on groups of students who are shown in institutional data to face greater challenges to success.

Collaborators and stakeholders:

Director of Institutional Research and Assessment
Director of TRIO Program
Director of Developmental Mathematics Programs
Associate Vice President for Enrollment Management
Coordinator of the First-Year Residential Experience
Diversity and Multiculturalism Office

- 2.4.5. Review current strategies and programs through which Keene State College supports and responds to the needs of students who are, or may become, deeply engaged intellectually in their college

experience—both high-achieving and potentially high-achieving students, and develop and implement programs and services, including scholarships based on academic merit, to better support these students.

Note: This review should include, but not be limited to, the Honors Program, the Building Excellence in Science and Technology (BEST) Program, the Program for Undergraduate Research Experiences (PURE), other Honors programs offered within academic programs, and the Center for Creative Inquiry.

Consideration: Activities 2.4.2, 2.4.3, 2.4.4, and 2.4.5 allow the intent of objective 2.4 to be focused on groups of students who are shown in institutional data to face greater challenges to success.

Collaborators and stakeholders:

Director of Institutional Research and Assessment

Chair of the Honors Program

Associate Vice President for Enrollment Management

Coordinator of the First-Year Residential Experience

Director, Program for Undergraduate Research Experiences (PURE)

Director, Building Excellence in Science and Technology (BEST)

Goal 3: Institutional Sustainability and Resiliency

Keene State College will ensure that the College's planning, operational, financial, and governance structures and processes are aligned with institutional

strategy and values and that the College has the human, technological, financial, and physical resources to achieve its goals.

Objectives:

- 3.1. Develop strategic plans for all divisions and appropriate functional areas throughout the institution that are derived from and aligned with the College' s overall strategic plan.

Actions recommended by the Implementation Planning Group:

- 3.1.1. Form the Strategic Planning Oversight Committee (SPOC) and charge it to: (1) oversee the process of developing divisional strategic plans that align with the College's Strategic Plan; (2) review and approve these divisional plans; (3) develop procedures and processes for monitoring and updating progress on the Strategic Plan; (4) develop procedures and processes for coordinating all major campus planning efforts; and (5) establish due dates for the development and submission of divisional strategic plans.

Consideration: Develop an organization chart or other graphical depiction to clarify this process for all members of the campus community who are involved.

- 3.1.2. Establish criteria, guidelines, and templates for divisions to follow in developing their strategic plan, including (1) recommendations for using an inclusive and consultative process, and (2) a focus on College-wide perspectives and coordination with other units; distribute this information to vice presidents and the Chief Diversity Officer.
- 3.1.3. Divisions and representational divisional committees develop strategic plans for submission to SPOC for review and approval.
- 3.1.4. SPOC reviews all College plans and divisional strategic plans; provides feedback; and approves plans.
- 3.1.5. Divisions begin implementation of strategic plans and post plans on website.

Consideration: Nest within the integrated academic and co-curricular plan for timelines.

- 3.1.6. Vice Presidents and Chief Diversity Officer: (1) designate functional units within their division that will be required to develop a strategic plan that aligns with the College's Strategic Plan and their divisional strategic plan; and (2) form a divisional committee to oversee this work.

- 3.1.7. Divisional oversight committees provide SPOC criteria, guidelines, and template to functional units to follow in developing their strategic plan.
- 3.1.8. Functional units within each division develop strategic plans and submit to divisional oversight committees for review and approval.
- 3.1.9. Divisional oversight committees review unit plans, provide feedback, and approve plans.
- 3.1.10. Functional units begin implementation of strategic plans and post plans on website.

3.2. Coordinate all campus planning efforts through implementation, monitoring, and updating of the strategic plan.

Actions recommended by the Implementation Planning Group:

- 3.2.1. Develop procedures and processes, including a timeline, for reporting on the College's Strategic Plan, divisional plans, and unit plans.
- 3.2.2. Monitor the College's Strategic Plan annually, report on progress, identify successes and problem areas, highlight areas of cross-collaboration, recommend revisions to the President based on changes in resources or conditions internal or external to the

College, and post revised plan on website.

3.2.3. Monitor divisional and unit plans annually, report on progress, identify successes and problem areas, recommend revisions to the appropriate divisional head based on changes in resources or conditions internal or external to the College, and post revised plans on website.

3.2.4. Develop criteria and processes for evaluating alignment between major campus planning efforts and the College's Strategic Plan.

3.3. Review campus shared governance structures, policies, and practices to ensure that they support the goals of the strategic plan.

Actions recommended by the Implementation Planning Group:

3.3.1. Form, charge, and prepare a Shared Governance Task Force (SGTF) that includes representatives from any body or group that is recognized as involving shared governance in its policies and practices.

NOTE: Shared governance is to be understood as relating to the College as a whole and its units, as well as to the organizational units individually.

Consideration: In preparation for the forthcoming NEASC reaccreditation review, the College is developing a definition of shared governance and assessing its compliance with NEASC standards. Refer to NEASC for best practices.

3.3.2. Determine initial areas of weakness and strength and establish a timeline for the completion of the charge.

Consideration: Lack of specificity in the NEASC standard, which may therefore not serve as a benchmark for best practices.

3.3.3. Develop criteria to be used in evaluating practices and policies of shared governance and their alignment with the Strategic Plan, in consultation with shared governance bodies.

3.3.4. Evaluate shared governance structures, policies, and procedures using criteria developed in 3.3.3.

3.3.5. Assess all reports from governance bodies, focusing on individual and shared strengths and weaknesses, develop and prioritize recommendations for changes, and submit report to SPOC.

Consideration: Refer to NEASC self-study reports, standards, and recommendations; define standards based on compliance with NEASC review.

3.3.6. Review and revise report as appropriate, develop final recommendations, and submit to President, SGTF, and shared governance bodies.

3.3.7. Begin implementation of recommended changes and report on progress to the campus on a regular basis.

3.4. Diversify sources of revenue, including enhanced philanthropic support of endowment, capital projects, scholarships, and financial aid; increase external funding for research initiatives, including projects that support the teaching and scholarship of faculty and students.

Actions recommended by the Implementation Planning Group:

3.4.1. Re-establish Budget Advisory Committee (BAC), taking an all-funds approach to the college budget, and charge it to make recommendations to the President on revenue diversification strategies and to report regularly to the campus community on the college budget.

3.4.2. Conduct needs analysis and develop action plan for strategies that will increase external funding for research initiatives and that is aligned with strategic priorities and submit to BAC.

3.4.3. Solicit and provide incentives to faculty and staff to develop additional ideas to generate revenue that are innovative and distinct from traditional fundraising.

3.4.4. Develop a preliminary plan, including increasing staffing, for implementing the quiet phase of the capital campaign and submit it to the President for approval.

3.4.5. Review and evaluate all potential revenue sources and submit recommendations for diversifying revenue to the President's

Cabinet.

3.4.6. Conduct regular meetings on the status of the College's budget for the campus community and post regular updates on the college website.

3.5. Develop Keene State's human, technological, and physical resources to support College priorities and goals; provide staff development opportunities that support the College's priorities and advance the interests and career goals of members of the staff.

Actions recommended by the Implementation Planning Group:

3.5.1. Review, evaluate, and revise as appropriate the College's technology plan to ensure (1) alignment with the College's strategic priorities, and (2) identification of opportunities for innovation.

3.5.2. Review, evaluate, and revise as appropriate the College's master plan to ensure (1) alignment with the College's strategic priorities, and (2) identification of opportunities for innovation.

3.5.3. Review, evaluate, and revise as appropriate the College's residence life master plan to ensure (1) alignment with the College's strategic priorities, and (2) identification of opportunities for innovation.

3.5.4. Develop a strategic plan, informed by the results of the Human Capital Inventory, that identifies and provides staff development opportunities aligned with strategic priorities and staff members' interests and career goals, and submit to SPOC for review and approval.

3.6. Develop and implement a plan for coordinated risk management, to include systems, policies, and procedures for anticipating, recognizing, and responding to incidents, events, actions, and naturally occurring circumstances that could bring harm to the College or members of the campus community.

Actions recommended by the Implementation Planning Group:

3.6.1. Form a task force consisting of individuals who represent the various areas of risk to the College and charge it to delineate and review all extant systems, policies, resources, and procedures for identifying and responding to risks to the campus community.

3.6.2. Conduct comprehensive review of risks to the College and evaluation of best practices for risk management in comparable institutions.

3.6.3. Produce a report to the campus community on overall findings, to include areas of strength and potential liability, professional development and training requirements, and recommendations for

addressing problems.

3.6.4. Implement recommendations from report through assignment of recommended actions to appropriate administrator or campus committee, to include a timeline for completion and requirement that progress be reported to the campus community.

3.7. Improve the College' s organizational and operational effectiveness by addressing pressing administrative and communications challenges immediately and in parallel with implementation of the strategic plan.

Actions recommended by the Implementation Planning Group:

3.7.1. Provide to the President a list of issues and processes related to organizational and operational effectiveness, including the streamlining of planning processes and committee structures, that emerged during the strategic planning process and were identified as potential hazards to the effective implementation of the plan.

3.7.2. Assist the President, as requested, in reviewing items identified in 3.7.1, setting priorities among them, and working with members of the Cabinet to address the most important concerns.

3.7.3. From plans generated in 3.7.2, develop a report on issues and actions taken.

- 3.7.4. Report frequently and regularly to the campus community on issues that were raised and measures taken to resolve and their relation to and impact on the strategic plan.
- 3.7.5. Throughout the duration of the strategic plan, members of the Cabinet will report to the President on organizational and operational issues that have the potential to impact the continued implementation of the plan.
- 3.7.6. Identify strategies for building mutual trust and shared stewardship of resources, such as Mutual Gains or other similar trainings, and offer those experiences regularly to SPOC and other key leaders and committee members.
- 3.7.7. Develop a comprehensive human resources strategy, informed by the 2015 Human Capital Inventory, including a plan for timely on-campus communication when new positions are created or considered for creation.

Goal 4: Community and Culture

Through a consistent practice of shared stewardship, Keene State College will strengthen its community, enrich its campus culture, and advance environmental sustainability.

Objectives:

- 4.1 Create and support a diverse community of learners and sustain an environment in which all feel welcome, safe, and valued.

Actions recommended by the Implementation Planning Group:

- 4.1.1 In conjunction with the development of the enrollment management plan, review recruitment strategies for students, faculty, and staff, and revise as necessary, to increase the demographic diversity of both students and employees of all types.

Collaborators and stakeholders:

Chief Officer for Diversity and Multiculturalism

Provost/VPAA

VPSAEM

Sodexo (global chef)

The Commission for Diversity, Equity and Inclusiveness

Coordinator of Multicultural Student Support

Office of Human Resources

AVPEM

Director of Admissions

Keene is Reading

Common Ground

PRIDE

Delta XI Phi

Members of the faculty

Marketing and Communications

Veterans Coordinator

4.1.2 In conjunction with the development of the enrollment management plan, collect information from students and employees, including groups addressed in the 2014 Campus Climate Survey, to determine their principal challenges for retention and use this information to create a diversity retention plan and inform action to strengthen the campus culture.

Collaborators and stakeholders:

Chief Officer for Diversity and Multiculturalism

Provost/VPAA

VPSAEM

Sodexo (global chef)

The Commission for Diversity, Equity and Inclusiveness

Coordinator of Multicultural Student Support

Office of Human Resources

AVPEM

Director of Admissions

Keene is Reading

Common Ground

PRIDE

Delta XI Phi

Faculty

Marketing and Communications

Veterans Coordinator

4.1.3 Identify and charge a cross-divisional group to review the 2014 Campus Climate Survey results and the data gathered from 4.1.1

and 4.1.2 above and propose 3-5 initiatives to enhance the campus culture, to be accomplished before the next Campus Climate Survey in 2017.

Collaborators and stakeholders:

Chief Officer for Diversity and Multiculturalism

Provost/VPAA

VPSAEM

Sodexo (global chef)

The Commission for Diversity, Equity and Inclusiveness

Coordinator of Multicultural Student Support

Office of Human Resources

AVPEM

Director of Admissions

Keene is Reading

Common Ground

PRIDE

Delta XI Phi

Faculty

Marketing and Communications

Veterans Coordinator

- 4.2 Provide curricular and co-curricular experiences that foster commitments to civic responsibility, encourage civic engagement, and promote active citizenship.

Actions recommended by the Implementation Planning Group:

4.2.1 Establish an expectation that every student will participate in at least one major community service, service learning or civic responsibility / engagement opportunity totaling a minimum of 20 hours. This would need to be done in conjunction with the integrated academic and co-curricular plan and in alignment with the College-wide learning outcomes.

Note: Fulfillment of this expectation by students will not in and of itself satisfy the requirement for engaged learning established in Activity 1.1.5.

Actions recommended *Note of intent* *by the IPG:*

Related to 1.1.1 and 1.2.2.

Added activity 4.2.2 to address concerns about College and community capacity to support students in fulfilling this expectation, especially in regard to the civic engagement components of the College-wide learning outcomes.

Collaborators and stakeholders:

Coordinator of Community Service
Service Learning and Internship Coordinator
Academic Affairs Council
American Democracy Project
Community Partners Board
Director of Purchasing
Student Assembly
Assistant Director of Residential Education
Student Affairs and Enrollment Management Directors

Campus Safety
Academic and Career Advising

4.2.2 Create greater capacity both on and off campus to support students' achievement of 4.2.1 consistent with the College-wide learning outcomes, including (1) preparation of faculty and designated staff to mentor or assist students in meeting this expectation; (2) strengthening of administrative and program structures required to provide necessary assistance and support to students; (3) addressing risk management questions and concerns, especially in regard to transportation of students to events and off-campus community sites; (4) expanding the number of courses offering a service-learning or civic engagement component to ensure that every student will have the opportunity to complete 20 hours of service; and (5) supporting the growth of greater community capacity and preparedness to partner with the College in making these experiences possible and in ensuring that they meet the civic engagement dimensions of the College-wide learning outcomes. Engage members of the faculty especially in addressing faculty development and risk management issues.

Collaborators and stakeholders:

Coordinator of Community Service
Service Learning and Internship Coordinator
Academic Affairs Council
American Democracy Project
Community Partners Board
Director of Purchasing

Student Assembly
Assistant Director of Residential Education
Student Affairs and Enrollment Management Committee
Campus Safety

4.2.3 Assess current commitment and efforts among existing student organizations in civic engagement, and recognize those student organizations that contribute strongly to civic engagement.

4.3 Work closely with the citizens, businesses, organizations, and government of the City of Keene and the region to maximize potential opportunities, enhance mutual respect, and contribute to the vibrancy of the College and city.

Actions recommended by the Implementation Planning Group:

4.3.1 After the receipt of the "New Hampshire Listens" report from The College/City Commission Forum on April 14, 2015, and as informed by the 2014 Campus Climate Survey, engage the leadership of the Campus Community Committee in establishing priorities and action plans for this objective.

Action recommended Note of intent by the IPG: Campus Climate Survey language intended to ensure that issues of off-campus safety, especially for women, are addressed.

Collaborators and stakeholders:

Campus Community Committee

Greater Keene Chamber of Commerce (Maryann Lindberg)
Keene Young Professionals Network (YPN)
Keene Downtown Group
Southeast Keene Neighborhood Group
Coordinator of Student and Community Relations
Corporate Relations Officer
Director of Academic and Career Advising
Student Assembly
Media Relations

4.3.2 Establish an off-campus student association to better represent the needs of off campus students.

4.3.3 Promote the presence of the arts and performing arts on campus and in the community to bring vibrancy to the life of the city.

Consideration: Develop definition(s) of "culture."

4.3.4 Create and disseminate a comprehensive inventory of the many activities and events that integrate the College, the city of Keene, and the Region.

4.4 Develop a campus-wide plan to address student wellness, including health promotion, health risk reduction, alcohol and other drug use, sexual respect, and personal safety, that is aligned with and takes advantage of opportunities within the strategic plan.

Actions recommended by the Implementation Planning Group:

4.4.1 As part of the integrated academic and co-curricular plan, inventory current efforts that address student well-being.

Collaborators and stakeholders:

Members of the faculty in health-related academic programs

Students in health-related academic programs

Director of Health and Wellness

Director of Counseling

Coordinator of Wellness Education

Coordinator of AOD

VPSAEM

Dean of Students

Assistant Director Residential Education

Student Dietetic Association

Advocates for a Healthier Community

Representative from Student Activities

4.4.2 Complete a needs assessment collaboratively with students to identify their priorities, needs, utilization of and satisfaction with current services to support student health and well-being.

Considerations:

Examine how messages related to health and well-being are communicated; consult with Marketing and Communications.

Efforts to improve students' health and well-being may relate to efforts to improve the health of the campus community beyond students.

4.4.3 Utilizing data gathered through 4.4.1, 4.4.2, and other sources, identify gaps that exist in our efforts to create campus-wide support for student well-being and develop and implement an action plan to improve student health, well-being and safety.

4.5 Promote a culture and instill and communicate policies and practices that value and support environmental sustainability and improve the quality of life locally and globally.

Actions recommended by the Implementation Planning Group:

4.5.1 Review Sustainability Tracking and Rating System (STARS) data.

Collaborators and stakeholders:

Energy Coordinator

ROCKS

Presidents Council for a Sustainable Future

Campus Ecology Club

Fair Trade Club

Director of Campus Sustainability

Related academic programs, including Sustainable Product Design; Architecture; and Environmental Studies

4.5.2 Develop and implement a plan to move Keene State to the STARS Gold rating no later than 2020.

4.6 Instill a disposition toward, and create the ways and means to support, lifetime engagement with the College among Keene State alumni.

Actions recommended by the Implementation Planning Group:

4.6.1 Assess current efforts in engaging alumni.

Consideration: Study factors that influence student relationships, including graduating student surveys and the Fall 2014 All-Alumni Survey published by OIR in January 2015.

Collaborators and stakeholders:

Director Alumni & Parent Relations
AVP Constituent and Development Relations
Director of Institutional Research and Assessment
KSC Alumni Board of Directors
VP Advancement
Asst. Dir. Alumni & Parent Relations
Students Today Alumni Tomorrow

4.6.2 Study factors that engage students in their first year and beyond and influence their loyalty and connection to the College; as part of this study, review the results of the 2015 Graduating Student Survey concerning students' expectations for remaining connected with the college after graduation.

Collaborators and stakeholders:

Director Alumni & Parent Relations
AVP Constituent and Development Relations
Director of Institutional Research and Assessment
KSC Alumni Board of Directors
VP Advancement
Asst. Dir. Alumni & Parent Relations
Students Today Alumni Tomorrow

4.6.3 In coordination with other Development and Constituent Relations planning, use the results of the two previous action items to create a plan to encourage lifetime engagement among Keene State Alumni.

Collaborators and stakeholders:

Director Alumni & Parent Relations
AVP Constituent and Development Relations
Director of Institutional Research and Assessment
KSC Alumni Board of Directors
VP Advancement
Asst. Dir. Alumni & Parent Relations
Students Today Alumni Tomorrow